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: June 5, 2025

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

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

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

Thursday the 12th day of June 2025

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 10, 2025, to allow reasonable arrangement to ensure interpretation services.

Closed Session-3:30 p.m.
Regular Meeting-6:00 p.m.

Michael B. Matsuda
Superintendent

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

BOARD OF TRUSTEES
Agenda
Thursday, June 12, 2025
Closed Session-3:30 p.m.
Regular Meeting-6:00 p.m.

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

Individuals requesting interpretation should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 10, 2025, to allow reasonable arrangement to ensure interpretation services.

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

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 10, 2025, to allow for reasonable arrangements to ensure accessibility to the meeting.

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

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

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

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

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

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

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

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

4.2 To consider matters pursuant to Government Code Section 54956.9(d)(1): Conference with legal counsel existing litigation (Orange County Superior Court Case No. 30-2022-01291123-CU-PP-CJC).

4.3 To consider matters pursuant to Government Code Section 54956.9(d)(1): Conference with legal counsel existing litigation (Orange County Superior Court Case No. 30-2022-01282643-CU-PL-NJC).

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

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

4.6 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment/reassignment–assistant principal(s).

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***

President O'Neal 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 ***CIF State Model Coach of the Year, Anne Fumelle, Magnolia High School***

The Board of Trustees will recognize Coach Anne Fumelle for being named the 2024-25 CIF Model Coach Award Winner. Now in its 24th year, the CIF Model Coach Award honors those coaches who have served as positive role models in their schools and communities and who have exhibited the traits apparent in the 16 principles of Pursuing Victory with Honor. CIF Executive Director Ron Nocetti commended Coach Fumelle for her dedication to education-based athletics, where she excels in developing athletic skills and building strong character in her student-athletes.

6.2 ***Classified Employees of the Year***

The Board of Trustees will recognize the Classified Employees of the Year for their dedicated service to the Anaheim Union High School District. The employees were all honored at the Classified Employee of the Year Recognition event on May 15, 2025.

Name	Title	Site
Matt Adair	Auditorium Operations Technician	Operations Department
Sonia Aguayo	Secretary-Attendance (Bilingual)	Orangeview Junior High School
Anai Agustin-Robles	Office Assistant (Bilingual)	Ball Junior High School
DJ Albarian	Secretary-Program Support	Special Youth Services Departm
David Alcala	Sr. Administrative Assistant	Cambridge Virtual Academy
William Canseco Gomez	Food Services Technician	Food Services Department
Sri Chevvuri	Instructional Assistant-Specialized Academic Instruction	Western High School
Janet Dominguez	Secretary-Registrar/Records (Bilingual)	South Junior High School
Lorena Farias	Secretary-Registrar/Records (Bilingual)	Anaheim High School
Victor Gaspar	Office Assistant (Bilingual)	Loara High School
Cheryl Gertz	Instructional Assistant–Adult Transition	Hope School
Alyssa Gonzalez	Secretary-Registrar/Records (Bilingual)	Gilbert High School
Eugene Gorenshteyn	Human Resources Analyst	Human Resources–Classified
Cathy Huerta	Sr. Administrative Assistant	Savanna High School
Maricruz Jimenez–Santos	Office Assistant (Bilingual)	Magnolia High School
Jason Jones	Programmer Analyst	Education & Information Technology Department
Verenise Juarez	Sr. Administrative Assistant	Brookhurst Junior High School
Elizabeth Kendrick	Custodian	Lexington Junior High School
Gloria Liu	Technology Services Technician	Oxford Academy
Alicia Maldonado	College and Career Readiness Specialist	Polaris High School
Elizabeth Medina	Community Schools Coordinator	Dale Junior High School
Jami Ponte	Instructional Assistant-Specialized Academic Instruction	Cypress High School
Cheryl Ruddell	Secretary-Attendance	Sycamore Junior High School
Maria Villagrana	Secretary-Registrar/Records	Walker Junior High School
Joseph Wong	Technology Services Technician 2	Katella High School
Linda Zubiate	Secretary-School Support	Kennedy High School

7. **REPORTS** ***INFORMATION ITEMS***

7.1 ***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.

7.2 ***Reports of Associations***

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

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

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

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

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

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

10. **ITEMS OF BUSINESS**

EDUCATIONAL SERVICES

10.1 ***Adoption, Local Control and Accountability Plan (LCAP) and Annual Update*** ***ACTION ITEM***

Background Information:
The Local Control and Accountability Plan (LCAP) and annual update provides details regarding the District's actions, as well as expenditures to support pupil outcomes and overall performance pursuant to California Education Code Sections 52060, 52066, 47605, 47605.5, and 47606.5. California Education Code Section 52060 requires the governing board of each school district to adopt the LCAP and annual update using a template adopted by the State Board of Education. School districts must also ensure that teachers, principals, administrators, and other school personnel, as well as local bargaining units, parents, and pupils were consulted in the development of the 2025-26 LCAP and were also provided information regarding the annual update. The annual update details the actual LCAP expenditures that were projected for the 2024-25 year.

Current Consideration:
The public hearing was held on June 5, 2025. The purpose of the public hearing was to allow the public an additional opportunity to ask questions concerning the District's LCAP and annual update.

Budget Implication:
The program and goals contained in the LCAP must align with the terms of the District's 2025-26 annual budget and multi-year budget projections.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the LCAP and annual update. **[EXHIBIT A]**

RESOLUTIONS

10.2 ***Resolution No. 2024/25-B-23, Committed Fund Balance, General Fund*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The Governmental Accounting Standards Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance. The Anaheim Union High School District has previously adopted Board Policy 41009 acknowledging its authority to commit, assign, or evaluate existing fund-balance classifications and identify the intended uses of committed or assigned funds. The committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Board.

Current Consideration:
The Board has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

Budget Implication:
There is no budget implication to the General Fund.

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

10.3 ***Resolution No. 2024/25-B-24, Adjustments to Income and Expenditures, General Fund; Resolution No. 2024/25-B-25, Adjustments to Income and Expenditures, Various Funds; and Proposed Budget (All Funds)*** ***ACTION ITEMS***
(Roll Call Vote)

Background Information:
The Board of Trustees must adopt a budget for the next fiscal year by July 1, 2025, per Education Code Section 42127(a). The Board has a fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years. The District submitted a detailed list of methods of acquiring such funds for Board approval as part of the 2024-25 Second Interim Report.

Current Consideration:
After thorough analysis and review, the 2024-25 budget was updated from the Second Interim Report, which was presented and approved by the Board of Trustees at its March 6, 2025, regular meeting. Per Education Code Sections 42600 and 42601, all adjustments to the current budget must be approved by a resolution of the Board of Trustees. Resolution No. 2024/25-B-24 summarizes adjustments to the General Fund and Resolution No. 2024/25-B-25 summarizes adjustments to all other funds.

Budget Implication:
As part of the annual budget reporting process, budget adjustments are made to revenue, expenditures, and fund balances. Resolution No. 2024/25-B-24, General Fund, and Resolution No. 2024/25-B-25, Various Funds, authorize budget adjustments per Education Code Sections 42600 and 42601.

Staff Recommendation:

1. It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-24, General Fund, by a roll call vote. **[EXHIBIT C]**

2. It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-25, Various Funds, by a roll call vote. **[EXHIBIT D]**

3. It is recommended that the Board of Trustees adopt the 2025-26 Proposed Budget (All Funds). **[EXHIBIT E]**

10.4 ***Resolution No. 2024/25-B-26, Education Protection Account (Roll Call Vote)*** ***ACTION ITEM***

Background Information:
Proposition 30, *The Schools and Local Public Safety Protection Act of 2012*, approved by the voters on November 6, 2012, temporarily increased the state sales tax rate for all taxpayers and the personal income tax rates for upper-income taxpayers. On November 8, 2016, the voters approved Proposition 55, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030. Pursuant to Article XIII, Section 36 of the California Constitution, school districts, county offices of education, and community college districts are required to determine how the monies received from the Education Protection Account (EPA) are spent in the school or schools within its jurisdiction, provided that the governing board makes the spending determinations in an open session of a public meeting. The language in the constitutional amendment requires that funds shall not be used for the salaries and benefits of administrators, or any other administrative costs, for the years 2012-13 through 2029-30.

Current Consideration:
The new revenues generated from Proposition 55 are deposited into the State EPA account. School districts, county offices of education, charter schools, and Local Educational Agencies (LEAs) will receive funds from the EPA based on their proportionate share of the statewide revenue limit amount, including charter school general purpose funding. A corresponding reduction is made to an LEA's revenue limit, or charter school general purpose state aid, equal to the amount of their EPA entitlement.

This resolution, as required by Article XIII, Section 36 of the California Constitution, approving the District's utilization of funds subject to EPA for 2024-25 has been prepared for the Board of Trustees' consideration.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-26, by a roll call vote. **[EXHIBIT F]**

10.5 ***Resolution No. 2024/25-B-27, Authorization to Join Education Technology Joint Powers Authority (Ed Tech JPA)*** ***ACTION ITEM***
(Roll Call Vote)

Background Information:
The District is reviewing procurement options to be agile and responsive to changes in the educational technology systems landscape. Present methods can take multiple months to kick off a selection process. Education Technology Joint Powers Authority (Ed Tech JPA) provides an opportunity to review and select nearly 30 vetted educational technology systems, potentially reducing project timelines by a month or more.

Ed Tech JPA acts as a procurement vehicle for technology goods and allows Ed Tech JPA members to leverage contracts established through the Request for Proposal (RFP) process, thus alleviating members' administrative costs and overhead. Each Ed Tech JPA contract leveraged by the District must be Board approved and executed prior to any obligation to the District.

Current Consideration:
The District desires to become a member of the Ed Tech JPA for the period of June 13, 2025, through June 12, 2026.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-27, by a roll call vote. **[EXHIBIT G]**

10.6 ***Resolution No. 2024/25-B-28, California Uniform Public Construction Cost Accounting Act (CUPCCAA);*** ***ACTION ITEMS***
Resolution No. 2024/25-B-29, Informal Bidding Procedures Pursuant to the Uniform Public Construction Cost Accounting Act
(Roll Call Vote)

Background Information:
CUPCCAA allows the Anaheim Union High School District to proceed by alternative or informal bidding procedures when the public projects are within a certain cost range, as follows:

- Public projects of $75,000 or less may be performed by negotiated contract or by force account;

- Public projects of $75,001-$220,000 or less may be subject to the informal procedures set forth in the CUPCCAA (Informal Bidding);

- Public projects of more than $220,000 shall be subject to formal bidding procedures. (PCC Section 22032 (a)-(c).)

Informal Bidding: The CUPCCAA informal bid requirements provide for the District to follow procedures to establish a list of qualified contractors, identified by work category, to be notified of potential projects and procedures for informal bidding. If the Board adopts this resolution, it would be approving the following:

- The District will provide written notice to designated trade journals, place an advertisement in a local newspaper, and invite all licensed contractors to submit firm names and required information for inclusion on the qualified bidders list. The District will take this action on an annual basis. Those contractors will be put on the District's list, plus any contractors that have requested to be on the list and any contractors the District has asked to be on the list.

- To informally bid on a project, the District will provide notice inviting bids at least 10 days before bids are due to all contractors on the District's list for the category of work and/or to specified trade journals. The notice would describe the project in general terms, with information on how to obtain detailed information and the time, as well as place for bid submission.

- The Board will delegate authority to the Superintendent or designee to award contracts up to $220,000, which will then be brought to the Board for ratification.

- If all bids received exceed $220,000, the Governing Board may pass a four-fifths resolution awarding a contract for $232,500 or less to the lowest responsive, responsible bidder, if the Board determines the District's cost estimate was reasonable.

- The entire District will become subject to CUPCCAA and it will control contracts for public works in addition to facility repairs and maintenance.

- Will allow the District to perform public projects up to $75,000 with the District's own work force. The District must follow detailed accounting procedures including, but not limited to staff time, materials, supplies under the CUPCCAA.

Current Consideration:
The District is requesting approval to implement the CUPCCAA informal bidding process for eligible public works projects. This includes establishing and maintaining a list of qualified contractors by specific trade categories, in accordance with CUPCCAA guidelines. Qualified contractors on this list will be notified of upcoming opportunities and invited to participate in informal bidding, allowing the District to complete projects more efficiently while ensuring transparency and compliance with state requirements.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
1. It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-28, California Uniform Public Construction Cost Accounting Act (CUPCCAA), by a roll call vote. **[EXHIBIT H]**

2. It is recommended that the Board of Trustees adopt Resolution No. 2024/25-B-29, Informal Bidding Procedures Pursuant to the Uniform Public Construction Cost Accounting Act, by a roll call vote. **[EXHIBIT I]**

BUSINESS SERVICES

10.7 ***Agreement, Colbi Technologies, Inc., for Quality Bidders CUPCCAA Software*** ***ACTION ITEM***

Background Information:
Anaheim Union High School District desires to become subject to the California Uniform Public Construction Cost Accounting Act (CUPCCAA). This will allow the District to perform public projects up to $75,000 with the District's own work force and will allow the District to use informal bidding for construction projects, facility repairs and maintenance projects within the identified bidding thresholds. CUPCCAA requires the District to follow detailed procedures including, but not limited to, staff time, materials, and supplies.

Current Consideration:
Colbi Technologies, Inc., will provide Quality Bidders CUPCCAA software. Quality Bidders is an online automated contractor prequalification and vetting service. Quality Bidders will customize a web based software for the District that will be made available by Colbi Technologies, Inc. Initial implementation includes identification of users, security roles, and initial training for District staff. The initial implementation also includes receiving and maintaining an online CUPCCAA interested contractors list by license number. Colbi Technologies, Inc. will ensure the District maintains compliance with any mandatory changes to California prequalification regulations for general, mechanical, electrical, and plumbing subcontractors in support of state bond funding compliance. Contract period is July 1, 2025, through June 30, 2026, continued for successive one-year periods (Extended Terms), up to four Extended Terms.

Budget Implication:
The total cost is estimated at $22,250 annually. (Facilities, Maintenance, and Measure K Funds)

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

10.8 ***School Resource Officer Agreement, City of La Palma*** ***ACTION ITEM***

Background Information:
The city of La Palma (City) will provide the Anaheim Union High School District with one full-time sworn police officer, to be committed to full-time duties as a School Resource Officers (SRO) for the 2025-26 year. The cost of the SRO program is divided between the District and the City on a cost-sharing basis, with the District being responsible for 50 percent of the personnel cost of the program.

Current Consideration:
This agenda item seeks approval of an agreement with the City for SRO services at AUHSD school sites for the 2025-26 year. The agreement will commence July 1, 2025, and renew annually for an additional period of one year commencing July 1 of the next succeeding year, up to a total of five years. The agreement will be signed following Board approval.

Budget Implication:
The estimated annual cost for the agreement with the City for SRO services for the 2025-26 year not to exceed $125,000. (General Fund/Settlement Proceeds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the agreement with the city of La Palma. **[EXHIBIT K]**

10.9 ***Award Request for Proposal (RFP), RFP 2025-29 Food Safety and Sanitation Program 2022-25*** ***ACTION ITEM***

Background Information:
Food safety is a priority of food services on a daily basis. In the current school year, over 5.6 million healthy and nutritious meals were served to students in both Anaheim Union High School District (AUHSD) and Anaheim Elementary School District (AESD). This award ensures all AUHSD and AESD schools are following local and state health code regulations and food services employees receive up-to-date food safety training on a regular basis.

Current Consideration:
A competitive RFP was prepared and Food Safety Systems was the lowest, most responsible, and responsive bidder. They will provide a Districtwide standardized food safety and sanitation program. This entails assessment, monitoring, and training, as well as providing chemicals, supplies, and accessories to keep our cafeterias safe for the children of our districts and compliant with regulations. The program provides on-site training, as well as mandated USDA professional development training for staff. The agreement shall commence July 1, 2025, through June 30, 2028, renewable for up to two additional years by the District's director of Purchasing and Central Services.

Budget Implication:
The estimated annual expenditures are $111,760, for the 2025-26 year. There may be additional products and services required and the actual amount may be higher. (Cafeteria Funds-Federal and State)

Staff Recommendation:
It is recommended that the Board of Trustees award RFP 2025-29 Food Safety and Sanitation Program pursuant to Government Code 53060, for a period of three years. The agreement will be reviewed after three years and will be approved or terminated by the District's director of Purchasing and Central Services for up to two additional one-year terms.

10.10 ***Award of Audio-Visual Equipment Bid*** ***ACTION ITEM***

Background Information:
There are various audio-visual items that the District anticipates needing during the school year, such items would include LCD projectors, LED televisions, classroom audio devices, document cameras, and other related equipment. This bid will establish the District's standards of audio-visual equipment, including discounted pricing, and is renewable for up to three years.

Current Consideration:
All teachers, site technicians, and administration were afforded the opportunity to provide feedback about the current District audio-visual equipment from the previous bid. The information compiled was utilized to establish the new equipment standard. The suppliers

will commence providing equipment on June 13, 2025, through June 30, 2026, and will be reviewed annually with the option to renew by the District's director of Purchasing and Central Services, for up to three additional years.

The following were the lowest, most responsible, and responsive bidders:

Bid#	Type	Award	Estimated Amount
2025-10	Audio-Visual Equipment	AVI-SPL LLC	$347,360
		Avidex Industries LLC dba Avidex	$10,100
		EHP Solutions	$323,000
		EIDIM Group Inc. dba EIDIM AV Technology	$31,780
		Guitar Center Stores Inc.	$32,350
		IT Devices Online Inc.	$83,050
		Pathway Communications LTD	$146,760
		Pyramid School Products	$45,580
		Sehi Computer Products, Inc.	$76,780

The amounts shown are best estimates and actual amounts spent could be higher or lower.

Budget Implications:
This bid is intended to provide a buying vehicle for the purchase of audio-visual products to meet the needs of the District on an as-needed basis. The total estimated amount of the expenditures is approximately $500,000, annually. (Various Funds)

Staff Recommendation:
It is recommended that the Board of Trustees award Bid. No. 2025-10 for the purchase of various audiovisual equipment from the listed suppliers for up to three years, renewable annually by the District's director of Purchasing and Central Services.

10.11 ***Increase Micro-Purchase Threshold, Food Services*** ***ACTION ITEM***

Background Information:
Board authorization is requested to approve the Micro-Purchase Self Certification to increase the micro-purchase threshold for the Food Services Department from $10,000 to $50,000.

The Food Services Department follows federally established rules and procedures for the purchase of items for its School Nutrition Program. Procurements are categorized based on dollar limits as established by the Program: those under $10,000 are considered micro-purchases; from $10,000 to $250,000 are considered small purchases; and purchases over $250,000 are considered formal purchases, which require formal advertised bidding.

Current Consideration:
The District is recommending an increase to the micro-purchase threshold of $50,000 to purchase goods and services that are reasonably priced, based on District experience and all available information and historical data, in cases where purchases are limited or unavailable through the District's existing procurement agreements.

Budget Implication:
There is no impact to the budget.

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

10.12 ***Appointment of Measure K Independent Citizens' Bond Oversight Committee Members*** ***ACTION ITEM***

Background Information:
During the November 5, 2024 election, the Anaheim Union High School District (District) was successful in obtaining authorization from the District's voters to issue up to $496,000,000 aggregate principal amount of the District's general obligation bonds (Measure K). The election was conducted under the provisions of Smaller Classes, Safer Schools and Financial Accountability Act (Article XIIIA of the California Constitution) and the Strict Accountability in Local School Construction Bonds Act of 2000 (Section 15264 *et seq.* of the Education Code of the State) collectively, Proposition 39. Pursuant to Section 15278 of the Education Code, the District is obligated to establish an Independent Citizens' Bond Oversight Committee (Committee) for Measure K in order to satisfy the accountability requirements of Proposition 39. The Committee's duties include informing the public concerning the District's expenditure of the bond proceeds, reviewing the expenditure reports produced by the District, and presenting to the Board of Trustees an annual report with a focus on bond expenditure compliance.

Current Consideration:
Pursuant to a previous Board action, the Committee has been established for Measure K. The District solicited volunteers from the community to serve on the Committee through an application process. A review panel interviewed the applicants and confirmed that the membership criteria established by Proposition 39 was met. The following individuals are being recommended for appointment to the Board of Trustees to serve on the Committee in the following roles:

- Mr. Christopher Reese-Parent or guardian of a child enrolled in the District.
- Ms. Robin Mundschau-Parent or guardian of a child enrolled in the District and active in a parent-teacher organization, such as the P.T.A. or a school site council.
- Mr. Nitesh Patel-Member active in a business organization representing the business community located in the District.
- Mr. Alan Walker-Member active in a senior citizens' organization.
- Ms. Brenda Soto-Bryan-Member active in a bona-fide taxpayers association.
- Ms. Marlene Drinkwine-Member of the community at-large.
- Ms. Lisa Eck-Member of the community at-large.

Each member shall serve a term of two years, commencing as of the date of the first Committee meeting. No member may serve more than three consecutive terms. At the Committee's first meeting, members may draw lots or otherwise select two members to serve for an initial one year term and the remaining members for an initial two year term. Members whose terms have expired may continue to serve on the Committee until a successor has been appointed.

In addition, it is recommended that the District's superintendent appoint Mr. Nitesh Patel as the Committee chairperson, and Ms. Marlene Drinkwine as the Committee co-chairperson.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees appoint seven members to the Measure K Independent Citizens' Bond Oversight Committee.

10.13 ***Selection of Lease-Leaseback Contractor for South Junior High School Site Improvements–RFP #2025-24*** ***ACTION ITEM***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for the South Junior High School Site Improvements (Project) as previously approved by the Board of Trustees. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to school districts for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, and requires that title to the buildings and improvements vest in the district at the expiration of that term.

Current Consideration:
The District issued RFP #2025-24 inviting contractors to submit qualifications and proposals to perform the work associated with the subject Project, and for preconstruction services. Staff received proposals from prequalified contractors. After a review of the submitted qualifications and proposals, and interviews of shortlisted firms, staff recommends to the Board of Trustees the selection of Construct 1 One Corporation as the LLB contractor for the Project, based on the fact it achieved the highest best value score pursuant to the criteria set forth in the RFP. Next, staff will commence negotiations with the selected contractor for preconstruction services, and for the final LLB agreement, which will include the guaranteed maximum price (GMP), and other related costs.

Budget Implication:
There is no budget impact for the selection of the LLB contractor. The final LLB agreement, which includes the GMP, and the preconstruction services agreement, will be presented to the Board of Trustees for ratification at an upcoming Board meeting.

Staff Recommendation:
It is recommended that the Board of Trustees approve the selection of Construct 1 One Corporation as the LLB contractor pursuant to RFP #2025-24, for the South Junior High School Site Improvements, and delegate authority to the assistant superintendent, Business to: (1) negotiate and enter into the LLB agreement pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board, subject to minor revisions approved by staff and legal counsel; (2) negotiate and enter into a preconstruction services agreement, subject to approval by staff and legal counsel; and (3) take all steps and perform all actions necessary to execute and implement the LLB agreement and the preconstruction services agreement, and to take any actions deemed necessary to best protect the interest of the District, all subject to ratification by the Board of Trustees.

10.14 ***Selection of Lease-Leaseback Contractor for Gilbert High School Site Improvements–RFP #2025-25*** ***ACTION ITEM***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for the Gilbert High School Site Improvements (Project) as previously approved by the Board of Trustees. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to school districts for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, and requires that title to the buildings and improvements vest in the district at the expiration of that term.

Current Consideration:
The District issued RFP #2025-25 inviting contractors to submit qualifications and proposals to perform the work associated with the subject Project, and for preconstruction services. Staff received proposals from prequalified contractors. After a review of the submitted qualifications and proposals, and interviews of shortlisted firms, staff recommends to the Board of Trustees the selection of Paul C. Miller Construction Co., Inc. dba Miller Construction as the LLB contractor for the Project, based on the fact it achieved the highest best value score pursuant to the criteria set forth in the RFP. Next, staff will commence negotiations with the selected contractor for preconstruction services, and for the final LLB agreement, which will include the guaranteed maximum price (GMP), and other related costs.

Budget Implication:
There is no budget impact for the selection of the LLB contractor. The final LLB agreement, which includes the GMP, and the preconstruction services agreement, will be presented to the Board of Trustees for ratification at an upcoming Board meeting.

Staff Recommendation:
It is recommended that the Board of Trustees approve the selection of Paul C. Miller Construction Co., Inc. dba Miller Construction as the LLB contractor pursuant to RFP #2025-25, for the Gilbert High School Site Improvements, and delegate authority to the assistant superintendent, Business to: (1) negotiate and enter into the LLB agreement pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board, subject to minor revisions approved by staff and legal counsel; (2) negotiate and enter into a preconstruction services agreement, subject to approval by staff and legal counsel; and (3) take all steps and perform all actions necessary to execute and implement the LLB agreement and the preconstruction services agreement, as well as to take any actions deemed necessary to best protect the interest of the District, all subject to ratification by the Board of Trustees.

10.15 ***Ratification Lease-Leaseback Agreement, Scorpio Enterprises dba Aire-Masters Air Conditioning, Kennedy High School Kitchen HVAC–RFP #2023-08*** ***ACTION ITEM***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for HVAC work in the Kennedy High School Kitchen. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to the school district for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, and requires that title to the buildings and improvements vest in the District at the expiration of that term.

Current Consideration:
The District issued RFP #2023-08 inviting contractors to submit qualifications and proposals to perform the work associated with the subject project, and for preconstruction services. After a review of the submitted qualifications and proposals, as well as interviews of shortlisted firms, staff recommended to the Board of Trustees (Board) the selection of Scorpio Enterprises dba Aire-Masters Air Conditioning (Aire-Masters) as one of the LLB contractors for this project.

Aire-Masters competitively bid the subcontractor packages to various companies, and has identified the subcontractors they plan to use on the project. Staff has negotiated the LLB agreement, which includes the guaranteed maximum price (GMP) and contingencies,

pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board. The assistant superintendent, Business, under the Board approved delegation of authority, has entered into the LLB agreement with Aire-Masters. The agreement is subject to ratification by the Board of Trustees.

Budget Implication:
The final LLB agreement, which includes the GMP and associated contingencies will not exceed $650,660. The total project cost including District contingencies and allowances will not exceed $615,519. (Food Service Funds, KIT Funds, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees ratify the LLB agreement with Scorpio Enterprises dba Aire-Masters Air Conditioning for the subject project.

EDUCATIONAL SERVICES

10.16 ***Agreement, James Gow*** ***ACTION ITEM***

Background Information:
As a visual designer, Mr. Gow has worked with Southwind Drum and Bugle Corps (2017-18) and The Blue Knights Drum and Bugle Corps (2018-22), as well as serves as the drill designer and choreographer for multiple high school programs across the country. Mr. Gow also served as the Visual Co-Caption Head of the Mandarins Drum and Bugle Corps in 2023. He also designs visual programs for scholastic and independent winter drumlines, including Instinct Percussion and is currently a choreographer and visual instructor for WGI gold medalist, Broken City Percussion. He is the current visual caption head and choreographer for BOA semi-finalist Vista Murrieta High School. He has been a member of the visual staff for the Sacramento Mandarins (2011), The Cadets (2012), as well as The Blue Devils Drum and Bugle Corps (2013-18).

Current Consideration:
James Gow staged and choreographed drill designs for Loara and Katella high schools for their respective Winter Drum Line shows. Services were provided March 7, 2025, through May 25, 2025.

Budget Implication:
The total cost for these services is not to exceed $5,000. (Site ASM Funds)

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

10.17 ***Agreement, Jazper Saldaña*** ***ACTION ITEM***

Background Information:
Jazper Saldaña is currently the Percussion Band Director at Haltom High School in Fort Worth, Texas. Prior to that, he worked with numerous groups in the Southern California and Texas areas including Westminster High School, Ayala High School, and Centennial High School. He is the front ensemble arranger for Instinct Percussion, as well as high school percussion programs in California and Texas. Mr. Saldaña has also served as the Front Ensemble Caption Head for the Mandarins Drum and Bugle Corps, Blue Stars Drum and Bugle Corps, and Vigilantes Indoor Percussion. Additionally, he is on staff with the Concord Blue Devils Drum and Bugle Corps.

Current Consideration:
Jazper Saldaña composed and arranged music, as well as designed electronic soundscapes for Loara and Katella high schools for their respective Winter Drum Line shows. Services were provided March 7, 2025, through May 25, 2025.

Budget Implication:
The total cost for these services is not to exceed $4,000. (Site ASM Funds)

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

10.18 ***Agreement, Safir and Associates, LLC*** ***ACTION ITEM***

Background Information:
The District facilitated a Districtwide Community of Practice (CoP) with teams composed of principals, counselors, teachers, and classified staff based on the work from the authors of Street Data, Shane Safir and Jamila Dugan. The CoP provided school teams with the opportunity to address a site equity challenge for students at the margins by completing one "Equity Transformation Cycle." The District is committed to launching each school year with purpose, clarity, and inspiration through its annual Leadership Advance. This event gathers administrators and other key District leaders to reflect, plan, as well as align around the vision and values of the District. Leadership Advance serves as a foundational experience that sets the tone for the year ahead, providing space for leadership development and community-building.

Current Consideration:
Shane Safir will deliver a keynote address to an audience of approximately 350 District leaders on the first day of the Leadership Advance, building on the work that was done with the Community of Practice. Her keynote will be tailored to the unique context of the District and will provide a powerful call to action around deep listening, relational trust, and the use of qualitative "street data" to inform school transformation. Services will be provided June 13, 2025, through July 18, 2025.

Budget Implication:
The total costs for these services are not to exceed $5,750. (Carnegie Grant)

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

10.19 ***Contract, Independent Occupational Therapy Evaluation, Susanne M. Smith, Inc.*** ***ACTION ITEM***

Background Information:
The District employs occupational therapists and other personnel who evaluate a student's needs for special education and related services. The District has both the right and obligation to assess special education students in all areas of suspected disabilities. Under the Individuals with Disabilities Education Act and California special education law, a parent of a special education student who disagrees with an evaluation conducted by a school district has a right to obtain an independent education evaluation at public expense. When a request for an evaluation is made, a District must either fund an independent evaluation or file a request for due process within a reasonable period of time to prove that the District's evaluation was appropriate.

Current Consideration:
Following parent's request for an independent occupational therapy assessment and consultation with parent and parent's representative, the District determined that it was in the best interest of the student and the District to provide an independent assessment and allow the individualized education program team to consider the information.

Budget Implication:
The total cost for these services is not to exceed $2,200. (Special Education Funds)

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

10.20 ***Agreement, Bowman Consulting Group, LLC*** ***ACTION ITEM***

Background Information:
The Bowman Consulting Group is a training group that is dedicated to building practices for educators and mental health professionals serving children and adults with trauma. In addition they provide consultation and coaching for schools, treatment facilities, and a variety of other agencies. This facilitation involves bringing resources, strategies, tools, as well as expertise to the table to enable families and schools to join forces as allies for the optimal growth and progress of the child needing an effective classroom management and if needed, Individual Education Plan (IEP), Functional Behavior Assessment (FBA) or Behavior Support Plan (BSP) that will produce social, emotional, behavioral, and academic outcome.

Current Consideration:
Adding to the District's efforts in addressing the needs of the whole child and building a school community that is trauma-informed, the Bowman Group will train a cohort of teacher leads. The teacher leads will include teachers who volunteer for this program and existing teachers in groups like the curriculum specialists. These teachers will then support efforts with a Trainer of Trainers composed of social workers, counselors, and school psychologists who will deliver ongoing professional learning, consultation, and support throughout the year.

The cost varies based on the number of training and the level of training for the groups mentioned. This is based on the District's needs and capacity to support ongoing costs. Services will be provided June 13, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $186,675. (CYBHI Trauma Grant Funds and Community Schools Grant)

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

HUMAN RESOURCES

10.21 ***Agreement, Michael Fullan Enterprises*** ***ACTION ITEM***

Background Information:
Michael Fullan is a worldwide authority on educational reform and advises policymakers and local leaders around the world to provide leadership in education. Along with his team, they work with various districts to create sustainable change across broader systems and networks.

Current Consideration:
The District and Michael Fullan Enterprises would like to enter into a partnership to focus on Talent Development through a systematic approach beginning with Human Resources and continuing through the development of personnel. The work would also focus on the development of the teaching and learning organization, as well as culture within the District. The desired outcome will be to consolidate these two aspects and establish them in the culture and practices of the District. Services are being provided April 1, 2025, through November 30, 2025.

Budget Implication:
The total cost for these services is not to exceed $105,000. (General Fund)

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

10.22 ***Amended 2024-25 Collective Bargaining Agreement with ASTA*** ***ACTION ITEM***

Background Information:
The District and the Anaheim Secondary Teachers Association (ASTA) has a three-year agreement for the 2022-23, 2023-24, and 2024-25 years. The District and ASTA brought forth proposals to begin the negotiations for 2024-25 and negotiations commenced in the fall of 2024. A tentative agreement was reached on December 13, 2024.

Current Consideration:
The 2024-25 Collective Bargaining Agreement with ASTA was approved by the Board of Trustees on February 13, 2025. This amendment incorporates the following:

- MOU for Surplus Criteria point system and tie breaker for surplus tentative
- MOU Specialized Academic Instruction (SAI) Model
- This amendment incorporates tentative agreement language that was approved in February, but was inadvertently left out in the full copy of the Article 12.A and Article 12.B Sections in the original submission.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees adopt the amended 2024-25 collective bargaining agreement with ASTA **[EXHIBITS S and T]**

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 ***Membership, California Association of School Business Officials (CASBO) Organizational***

Background Information:
CASBO is a recognized authority on California school business. CASBO is a member-driven association that promotes ethical values; develops exceptional leaders; advocates for and supports the needs of members; as well as sets the standard for excellence through top-quality professional development and mentorship, meaningful collaboration and communication, as well as unparalleled innovation.

Current Consideration:
The District would like to continue the CASBO organizational membership. Benefits include the ability for Business Services and Human Resources leadership to participate on local and statewide CASBO committees, professional councils, access a myriad of job specific resources, and receive discounted rates for professional development opportunities.

Budget Implication:
The cost of the organizational membership for the 2025-26 year is $5,250. This cost will be offset by the reduced cost to send staff to professional development. (General Fund)

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

11.2 ***Consulting Agreement, Keygent LLC***

Background Information:
At various times the District requires financial advisory services which include, but are not limited to, a range of topics such as: review of facilities needs and costs, review of short and long term cash flow schedules, potential revenue sources, assistance with the production of a comprehensive financial plan, financial advisory services in connection with any debt issues, real estate acquisition and lease agreements, allocation of revenues to expenditures, development of financial strategies, continuing disclosure services, prepare and file the annual debt transparency report to California Debt and Investment Advisory Commission (CDIAC) pursuant to Government Code Section 8855(k), as well as review of document and presentation if needed to the governing board.

Current Consideration:
The District would like to continue the services with Keygent LLC (Keygent). Keygent will provide financial consulting services in regard to existing, new or prospective election issuances, continuing disclosure services, and prepare and file the annual debt transparency report to CDIAC. Services will be provided July 1, 2025, through June 30, 2030, or until either party gives a 45-day notice of termination. The agreement will be signed following Board approval.

Budget Implication:
Keygent will provide the following services: (Various Funds)

1. Consulting services with respect to the issuance of municipal securities. Refer to scope of services (Appendix A). Cost shall not exceed $40,000, plus expenses not to exceed $2,500 per issuance.

2. Continuing disclosure services for a total amount not to exceed $6,000, plus any out-of-pocket expenses. The District currently has seven debt issuances outstanding with continuing disclosure obligations (Exhibit D).

3. Prepare and file Annual Debt Transparency Report to CDIAC for a total amount not to exceed $500 per financing. The District currently has three debt issuances subject to the reporting (Exhibit D).

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

11.3 ***Consulting Services Agreement, Colleen R. Patterson***

Background Information:
Colleen R. Patterson is a retired assistant superintendent, Business Services. She is well respected in the field and served 17 years in Fullerton Joint Unified School District as a director of fiscal services and assistant superintendent, Business Services. Since retiring, she has served in numerous interim assignments supporting districts when they have the need.

Current Consideration:
Colleen R. Patterson will provide consulting services to support Business Services, July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $20,000 ($125 per hour). (General Fund)

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

11.4 ***Agreement, Orange County Department of Education (OCDE), Workflow Electronic Form Tracking System***

Background Information:
The District has had a long-standing agreement with the Orange County Department of Education (OCDE) for imaging services since 2006. The imaging services provide web based imaging, scanning, workflow, document archival, retrieval, and storage services for various sites and departments (Human Resources, Business Services, Educational Services, Special Youth Services, Payroll, etc).

Current Consideration:
This agreement renews our current agreement for imaging, scanning, workflow, document archival, retrieval, and storage services with OCDE. The agreement will be effective July 1, 2025, through June 30, 2026.

Budget Implication:
The base amount for the system is $7,452 per year based on the District's ADA. Any additional implementation services requested will be billed to the District at the rate of $150 per hour. (General Fund)

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

11.5 ***Agreement Addendum, North Orange County Regional Occupational Program (NOCROP), Career Guidance Specialist Personnel***

Background Information:
This is a long-standing agreement whereby the District agrees to provide District personnel, as requested by North Orange County Regional Occupational Program (NOCROP), to service programs maintained by NOCROP in the District.

Current Consideration:
The District will provide career guidance specialists to NOCROP to provide guidance functions, as determined by the District. NOCROP will provide a statement of performance objectives for each career guidance specialist to the District and to each high school principal. This agreement addendum provides a calculated amount for the 2025-26 year. Services will be provided July 1, 2025, through June 30, 2026. The agreement will be signed following Board approval.

Budget Implication:
NOCROP will provide AUHSD with $319,750 for the services of the Career Guidance Specialists for the 2025-26 year, $1,250 per contracted ROP sections in the District for Career Guidance Specialist services. (General Fund)

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

11.6 ***Inter-Agency 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, 2025, through June 30, 2026.

Budget Implication:
This agreement generates revenue from meals served. (Cafeteria Funds-Federal and State)

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

11.7 ***Protected Insurance Program for Schools (PIPS)***

Background Information:
Protected Insurance Program for Schools (PIPS) is a Joint Power Authority (JPA), created by Keenan & Associates (Keenan), to provide workers' compensation reinsurance protection to member educational agencies in California. The District became a member of PIPS when it retained Keenan as its broker to place the District's workers' compensation program in

1996. The PIPS workers' compensation program provides coverage limits up to $155,000,000.

Current Consideration:
The Board of Trustees is requested to approve the premium renewal with PIPS to maintain workers' compensation coverage with limits of $155,000,000, for fiscal year 2025-26.

Budget Implication:
The projected premium renewal is anticipated to be $6,854,584. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the Protected Insurance Program for Schools.

11.8 ***Run-Off Claims Administration Agreement, Keenan & Associates***

Background Information:
Prior to 1996, the District was a fully self-insured entity for its workers' compensation program, with claims administered through a third party administrator. In 1996, the District entered into an agreement with Keenan & Associates (Keenan) as its third party administrator to adjust worker's compensation claims, from dollar one of an injury. There are legacy claims, prior to 1996, that remain open, active, and require administration through Keenan.

Current Consideration:
As current workers' compensation claims are administered through Keenan, the District would like to continue using Keenan to administer the legacy claims for the 2025-26 fiscal year. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $5,000. (Workers' Compensation Fund)

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

11.9 ***Southern California Regional Liability Excess Fund***

Background Information:
Southern California Regional Liability Excess Fund (ReLIEF) is a Joint Power Authority (JPA), created by Keenan & Associates, to provide broad liability and property coverage and risk management services to educational agencies in California. The District became a member of ReLIEF when it retained Keenan as its broker to place the District's liability and property programs in 1996.

Despite the challenging global reinsurance market coupled with California's unique issues, the District total premium increased 7 percent from the 2024-25 program year. The average increase for ReLIEF members is 14 percent.

Current Consideration:
The Board of Trustees is requested to approve the 2025-26 premium renewal of $3,863,543 with ReLIEF, to maintain general liability and property coverage with limits up to $70,000,000 (with a member retention limit of $50,000) and $50,000,000 (with a $25,000 member retention limit), respectively.

Budget Implication:
The premium renewal is expected not to exceed $3,863,543. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the premium renewal for the liability and property insurance programs for fiscal year 2025-26.

11.10 ***Ratification of Change Order***

RFP #2023-08, South Junior High School HVAC Upgrades	P.O. #T64A0316
AP Construction Group, Inc. dba Air Plus	
Original Contract	$5,518,312
Change Order #1 **[EXHIBIT Z]**	$165,105.24
New Contract Value	$5,683,417.24

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

11.11 ***Notice of Completion***

RFP #2023-08, South Junior High School HVAC Upgrades	P.O. #T64A0316
AP Construction Group, Inc. dba as Air Plus	
Original Contract	$5,518,312
Contract Changes	$165,105.24
Total Amount Paid	$5,683,417.24

Staff Recommendation:
It is recommended that the Board of Trustees authorize the assistant superintendent, Business to accept RFP #2023-08 as complete, and authorize the filing of the notice of completion with the Office of the County Recorder.

11.12 ***Piggyback Bids, Purchase Through Public Corporation or Agency***

Background Information:
New furniture is needed for Districtwide modernization projects, 21st Century classrooms, and various other projects that may require furniture as well. The District established 21st Century innovative classroom standards in 2016 and continues to use them to furnish classrooms Districtwide.

Current Consideration:
Per Public Contract Code (PCC) 20118, a district may acquire various materials, supplies, and equipment by utilizing an existing contract of another public entity, which is commonly known as piggybacking. By piggybacking, the District can take advantage of lower costs through economies of scale and also avoid the time and expense of the public bid process, while fulfilling the District's legal requirements. This will also ensure that the District utilizes the same innovative furniture standards Districtwide. Staff has analyzed purchasing options for classroom furniture, and it has been determined that the San Bernardino County Superintendent of Schools Bid No. 23/24-0005: Furniture and Stand Alone, can be utilized to acquire these products and related items from Office & Ergonomic Solutions, Inc. through June 30, 2026.

Budget Implication:
The total not to exceed cost is $500,000. (Measure K, Facilities Funds, General Fund, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees approve the use of the San Bernardino County Superintendent of Schools Bid No. 23/24-0005: Furniture and Stand Alone, pursuant to PCC 20118, for the purchase and delivery of 21st Century classroom furniture, and related items from Office & Ergonomic Solutions, Inc.

11.13 ***Piggyback Bids, Purchase Through Public Corporation or Agency***

Background Information:
New furniture is needed for Districtwide modernization projects, 21st Century classrooms, and various other projects that may require furniture as well. The District established 21st Century innovative classroom standards in 2016 and continues to use them to furnish classrooms Districtwide.

Current Consideration:
Per Public Contract Code (PCC) 20118, a district may acquire various materials, supplies, and equipment by utilizing an existing contract of another public entity, which is commonly known as piggybacking. By piggybacking, the District can take advantage of lower costs through economies of scale and also avoid the time and expense of the public bid process, while fulfilling the District's legal requirements. This will also ensure that the District utilizes the same innovative furniture standards Districtwide. Staff has analyzed purchasing options for classroom furniture, and it has been determined that the San Bernardino County Superintendent of Schools Bid No. 23/24-0005: Furniture and Stand Alone, can be utilized to acquire these products and related items from CN School and Office Solutions, Inc., dba Culver-Newlin through June 30, 2026.

Budget Implication:
The total not to exceed cost is $500,000. (Measure K, Facilities Funds, General Fund, and/or other funds as appropriate)

Staff Recommendation:
It is recommended that the Board of Trustees approve the use of the San Bernardino County Superintendent of Schools Bid No. 23/24-0005: Furniture and Stand Alone, pursuant to PCC 20118, for the purchase and delivery of 21st Century classroom furniture, and related items from CN School and Office Solutions, Inc. dba Culver-Newlin.

11.14 ***Amendment, Agreement, Cumming Construction Management, Inc.***

Background Information:
Cumming Construction Management, Inc. (Cumming) has been providing Program and Project Management (PPM) services to assist the District with the management of its capital improvement program (Program) including energy projects. Cumming also assists the District with the scheduling and budgeting of the Program, project updates to the Board of Trustees, and reporting to the Citizens' Bond Oversight Committee. The firm has gained extensive knowledge of the District's school sites, and its project management protocols, through its involvement with most of its larger construction projects.

Current Consideration:
With the current agreement set to expire on June 30, 2025, the District desires to amend Cumming's agreement to conduct all work required for PPM services for an additional 6 months through December 31, 2025.

Budget Implication:
The agreement will be increased by $1,000,000, for a total cost not to exceed $10,200,000, through December 31, 2025. The agreement amendment will be based on 1) Cumming's original service fee schedule; and 2) the terms and conditions of the original agreement. (Measure K, Facilities and Maintenance Funds, and/or other funds as appropriate)

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

11.15 ***Amendment, Agreement, Eide Bailly, LLP***

Background Information:
The District has contracted with Eide Bailly, LLP (Eide Bailly) for auditing services that include audits of financial statements, categorical programs, and various financial procedures; auditing services of financial statements related to Measure H; and training for ASB professional development. In August 2020, the District entered into a new agreement with Eide Bailly to provide performance audits to meet the new School Facility Program (SFP) certification and closeout requirements, for compliance with Section 8 of Article II of the State of California Constitution.

Current Consideration:
The District has many projects ready for SFP certification and closeout; therefore, an amendment to Eide Bailly's agreement is required to continue with services to conduct additional performance audits as the projects reach completion.

Budget Implication:
The agreement will be increased by $75,000, for a total cost not to exceed $250,000 through June 30, 2026. (Facilities Funds and/or other funds as appropriate)

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

11.16 ***Amendment, Agreement, Environmental Network Corporation***

Background Information:
The District requires EPA/AHERA inspections and reports, hazardous material abatement consulting, and inspection services at all District sites. Over the past years, Environmental Network Corporation (ENCORP) has been providing the District with these services, mainly for the District's Maintenance and Facilities renovation projects, and for the updating of associated historical data.

Current Consideration:
The District has an interest in continuing to utilize the services provided by ENCORP. ENCORP's current agreement is set to expire on June 30, 2025. Staff wishes to amend the agreement with ENCORP to extend services through June 30, 2026. ENCORP provides quality service and value through their expertise, as well as experience working with the District.

Budget Implication:
The agreement will be increased by $200,000 for a total not to exceed $1,400,000. (Maintenance Funds, Routine Restricted Maintenance Funds, Facilities Funds, and/or other funds as appropriate)

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

11.17 ***Amendment, Agreement, Tao Rossini, A Professional Corporation***

Background Information:
The District, at times, requires the services of outside legal counsel for facilities related matters. The District utilizes the Orange County Department of Education's counsel for legal services, but sometimes there are requirements that are outside the scope of the services and expertise they typically provide to the District. In these circumstances, outside counsel is recommended and utilized.

Current Consideration:
The District desires to amend the current agreement with Tao Rossini, A Professional Corporation, for ongoing legal consultation and services related, but not limited to, facilities matters for an additional year through June 30, 2027.

Budget Implication:
The agreement will be increased by $250,000 for a total cost not to exceed $460,000. The agreement amendment will be based on 1) the original hourly fee schedule; and 2) the terms and conditions of the original agreement. (Measure K Funds, Facilities Funds, Maintenance Funds, General Fund, and/or other funds as appropriate)

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

11.18 ***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 EE]**

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

Staff Recommendation:
It is recommended that the Board of Trustees ratify the reports April 28, 2025, through June 1, 2025. **[EXHIBITS FF and GG]**

11.20 ***Check Register/Warrants Report***

Staff Recommendation:
It is recommended that the Board of Trustees ratify the report April 28, 2025, through June 1, 2025. **[EXHIBIT HH]**

11.21 **SUPPLEMENTAL INFORMATION**

11.21.1 ASB Fund, April 2025 **[EXHIBIT II]**

11.21.2 Cafeteria Fund, March 2025 **[EXHIBIT JJ]**

11.21.3 Enrollment, Month 10 **[EXHIBIT KK]**

EDUCATIONAL SERVICES

11.22 ***2025-26 School Plan for Student Achievement***

Background Information:
California Education Code, Section 64001, specifies that schools and districts that receive state and federal funding prepare a School Plan for Student Achievement for any recipient school. The purpose of the School Plan for Student Achievement is to coordinate all educational services at the school, and it serves as a blueprint to improve the academic performance of all students.

Current Consideration:
Each school plan, recently distributed to the Board of Trustees, and available to the public, includes information pertaining to school site curriculum, instruction, professional development, parent activities, and budgeted expenditures.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the school plans for student achievement.

11.23 ***Nonpublic, Nonsectarian School/Agency Services Master Contract***

Background Information:
The District provides federally mandated services to students through the Individualized Education Plan (IEP) process. The District has a wide continuum of educational placements within the District. At times, a student's needs are such that the District cannot meet the student's needs with existing District programs. Although the District strives to curtail placements outside of the District, at times, the District places students in certified non-public schools (NPS) or certified residential treatment facilities (RTC) and/or obtain services from a certified nonpublic agency (NPA). The IDEA creates a full continuum of placement options that include such restrictive placements.

Current Consideration:
Annually, the Orange County Department of Education negotiates rate structures with NPAs and NPSs that are located both inside and outside of California. When a student receives services from an NPA or is placed in an NPS or RTC, the District first enters a master contract with the NPA, NPS, or RTC. The master contract outlines the legal responsibilities of each party. Only one master contract is necessary for each NPA or NPS. Once a master contract is established, if a student is placed in an NPA, NPS, or RTC, the District enters an individual services agreement with the NPA, NPS, or RTC that identifies the placement and services that student will receive. The Master Contract is brought forward for your approval as to form only.

Budget Implication:
There is no impact to the budget.

Staff Recommendation:
It is recommended that the Board of Trustees approve the 2025-26 Master Contract. **[EXHIBIT LL]**

11.24 ***Agreement, Awareness in Motion (AIM) LLC Formerly Known as MindKind Institute, LLC***

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:
From diagnostics to retreats, coaching, and cross-consultant coherence, the District's work with AIM is designed to deepen alignment, foster sustainability, and amplify the capacity of District's leaders to navigate complexity and innovation with purpose, confidence, and unity. As a result, the AIM team will conduct a system-level diagnostic assessment, host a local retreat for principals grounded in courageous leadership, provide executive coaching to site principals and their site leadership team, as well as support coherence work between principals and Educational Services directors. Lastly, AIM will also continue its work with student leadership at Cambridge Virtual Academy (CVA). The principal's retreat will take place on May 30, 2025, through May 31, 2025. The other services will be provided June 13, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $120,125. (LCFF, General, and Site Equity Multiplier Funds)

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

11.25 ***Agreement, Brazer Education Consulting, LLC***

Background Information:
David Brazer, Ph.D. is an educator with over 40 years of experience as a secondary school classroom teacher, assistant principal, principal, university professor of education leadership, and independent consultant. His combined practical and research experience in secondary schools makes him uniquely qualified to continue to facilitate ambitious redesign efforts that bring schools closer to the District's vision, mission, and core values, as well as the ideals articulated in the Career Preparedness Systems Framework. His multiple projects within the District have fostered trust based on Brazer's reliability and follow-through. Dr. Brazer coordinates a team of equally qualified education scholars who have worked for decades at the intersection of research and practice. He partners closely on redesign with Barnett Berry, Ph.D. Both Dr. Brazer and Dr. Berry supported Western High School and Orangeview Junior High School with their process to redesign for the upcoming 2025-26 year. Dr. Berry will continue his work on teacher learning and leadership as part of the

redesign process. A renowned scholar and consultant, Dr. Berry has a sterling track record assisting the District, and telling the District's story over the past several years.

Current Consideration:
Dr. Brazer and Dr. Berry will support Anaheim and Cypress high schools, as well as Sycamore Junior High School with their redesign process. Although these sites will not be consolidating, they will explore promising practices identified through the Learning Policy Institute (LPI) and consider possible changes to existing structures, systems, and schedules to reimagine, as well as redesign the student and staff experience to better achieve the District's vision, mission, and core values. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $100,000. (General and/or LCFF Funds)

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

11.26 ***Memorandum of Understanding (MOU), Groundswell, Bridges***

Background Information:
Groundswell and the District have a long-standing relationship that dates back to 1998 when Groundswell partnered with the District in a program called Bridges. Groundswell has committed to working with District school site teams comprised of a teacher advisor, administrative support, and students for the purposes of establishing a comprehensive school inter-group relations program. Groundswell agrees to provide services, which have included, but are not limited to: Bridges and Restorative Schools Program, creating connected campuses, and quarterly program development training for selected schools in the District. Services also include leadership orientation, task formation and follow up during the year, all-day student retreats, all-day trainings/strategy sessions for faculty, planning and implementation of strategies for parent outreach and involvement, assist in planning of schoolwide projects, mediation services for both students and adults, anger management, as well as anti-bullying and diversity training. Groundswell has also volunteered in times of crisis to make themselves available for social and emotional support.

Current Consideration:
Groundswell has pledged to continue to staff a part-time (two days on site/week) Restorative Program at Ball, Brookhurst, Lexington, and South junior high schools. The cost will be $44,000 per school; The full-time Restorative Schools Program (five days on site/week) will be at Gilbert High School. The cost will be $88,000 per school site for the full-time Restorative Program; The BRIDGES Safe and Respectful Schools Program will be at the following school sites: Lexington and South junior high schools, as well as Cypress, Loara, and Savanna high schools. The total cost will be $12,500 per school site and $10,000 for Lexington Junior High School.

Magnolia High School will join the Bridges program as a new site, with an implementation cost of $15,000.

The Multi-tiered Support Restorative Schools Program, which includes one staffing allocation representing one full-time staff (five days on site/week) serving 7^{th}-12^{th} grade schools, at a cost of $88,000 per school. This Multi-tiered Support Restorative Schools Program will operate with a modified staffing model and program implementation will prioritize core restorative practices and targeted student support, with scaled capacity for broader

programming. For the 2025-26 year, the Multi-tiered Support Restorative Schools Program will be at the following sites: Orangeview Junior High School and Western High School. Services will be provided August 6, 2025, through May 29, 2026.

Budget Implication:
The total cost for services is not to exceed $427,000. (General, LCFF, and/or Site Funds)

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

11.27 ***Statement of Work (SOW), University of California, UC COMPASS (Formerly Transcript Evaluation Services-TES)***

Background Information:
University of California School University Partnership (UC-SUP); includes University of California Office of the President (UCOP) programs, state programs (ARCHES-Multiple Pathways) and federal programs (FOCUS, GEAR UP, Math and Science Partnership [MSP], and TRIO). The goal of UC-SUP is to provide the highest quality education to students within the District in order to increase the number of educationally disadvantaged students prepared for higher education and the workplace, as well as for regular and competitive admission to the University of California. UC has provided secured technologies and web services to manually transfer and UC to accept personal demographic, academic, and other confidential individual record level data necessary to conduct the evaluation by the UC COMPASS.

Current Consideration:
The University of California (UC) would like to continue to provide support to our District through the UC COMPASS. UC COMPASS will help determine student progress toward meeting the eligibility requirements for California's public systems of higher education. UC COMPASS will provide services to evaluate data at all of our District high schools. With these services, high schools will be better equipped to monitor student's progress in meeting A-G requirements. The agreement would be for two full calendar years, July 1, 2025, 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 statement of work. **[EXHIBIT PP]**

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

Background Information:
Anaheim's Innovative Mentoring Experience (AIME) is a District program, which provides mentoring and internships to AUHSD students from a variety of business, corporate, and community partners. AUHSD 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 renew agreements for affiliation with existing 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 are being provided May 1, 2025, through April 30, 2028.

11.28.1 Advance Beauty College **[EXHIBIT QQ]**
11.28.2 Anaheim White House **[EXHIBIT RR]**
11.28.3 Boys and Girls Club of Central Orange Coast **[EXHIBIT SS]**
11.28.4 Muzeo **[EXHIBIT TT]**

Budget Implication:
There is no impact to the budget.

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

11.29 ***Cloud Services Agreement, Netsync Network Solutions, Inc. for Amazon S3 Platform***

Background Information:
The Board of Trustees approved the District's cloud backup and recovery solution at its July 20, 2023, Board meeting. This added backup layer builds resilience by having District backups stored both on site and in the cloud. The District network team uses Amazon Web Service (AWS) tools to store, organize, and restore file backups.

Current Consideration:
The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with Netsync Network Solutions, Inc. that will allow other agencies, including local districts, the purchase of Amazon S3 services for the District's Veeam backup system. The material and services will be purchased utilizing DGS CMAS contracts 3-20-70-3677C, through December 26, 2028, including any extensions of the contract. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

Budget Implication:
The monthly cost is estimated to be $1,238.18 per month, for the 2025-26 fiscal year and beyond. (General Fund)

Staff Recommendation:
It is recommended that the Board of Trustees approve the use of Amazon S3 platform, while also including various services utilizing DGS's CMAS contract 3-20-70-3677C to Netsync Network Solutions, Inc., with orders being placed directly or with any authorized dealer, including extensions of the contract.

11.30 ***Addendum, Agreement, Jotform, Inc.***

Background Information:
The District has been using Jotform for the last two years to develop digital forms with workflow capabilities and create system integrations. The District is looking to expand the use of the platform and needs to purchase additional functions.

Current Consideration:
The District has a use case that requires user authentication that requires Jotform's single sign on (SSO) module. This module will enable the District to create secure workflows for Business Services' needs. This agreement will supersede the addendum Board approved on January 19, 2023.

The District will evaluate annually and may extend the agreement two additional years.

Budget Implication:
An additional $12,708.50 is requested to raise the previously approved amount to $27,015 for the 2024-25 year. The new annual cost for 2025-26 will remain at $27,015, which is reflected in the service credit of $14,305.90, plus the additional $12,708.50. (LCFF Funds)

Staff Recommendation:
It is recommended that the Board of Trustees approve the addendum to the agreement with Jotform, Inc. **[EXHIBIT UU]**

11.31 ***Agreement, Kopius Inc.***

Background Information:
The District is creating interactive data visualizations using Microsoft Power BI to measure goals and leading indicators. The District previously contracted with Kopius, Inc. (Kopius) to work on the development of its data model and connecting it to a dashboard. Kopius also assisted with skill gap challenges.

Current Consideration:
The District intends to continue to work with Kopius to develop a dashboard with goals and leading indicators. Kopius will assist the District implement the underlying security model, apply advanced techniques such as object-based security, conditional formatting, algorithm development, and complex visualizations. Services will be provided rendered June 13, 2025, through December 31, 2025. The agreement will be signed following Board approval.

Budget Implication:
The total cost of services is not to exceed $20,000. (General Fund)

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

11.32 ***Piggyback for Software and Related Services, Qualtrics***

Background Information:
Qualtrics allows quick and efficient distribution of surveys, as well as actionable reports for stakeholders to utilize to make decisions. The District will continue to use Qualtrics as a survey platform and data dashboard to gather feedback from our stakeholders in a variety of ways including, but not limited to LCAP surveys, Counseling Core Curriculum pre/post tests, site level surveys and Community Schools surveys. Other uses include a digital signature and workflow component with the capability to digitize District forms, such as student emergency cards, transfer forms, and consent for mental health services.

Current Consideration:
The State of California's Department of General Services (DGS) has a piggybackable contract through the California Multiple Awards Schedule (CMAS) with Carahsoft Technology Corporation. The equipment, software, and services will be purchased utilizing DGS CMAS contracts 3-20-70-2247G. Included in the cost is software access, developer tools, professional training and support, as well as access to regional network projects of over 50 districts in California. Services will be provided August 10, 2025, through August 9, 2026. The District will utilize this contract pursuant to the provisions of Public Contract Code Sections 10298, 10299, and 12100 et seq.

Budget Implication:
The total cost for services is not to exceed $73,500. (General Fund)

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

11.33 ***Amendment, Agreement, Class Chat, LLC***

Background Information:
The Board of Trustees approved a contract with Class Chat, LLC on May 4, 2023, to be used at Cypress High School, Walker Junior High School, and Cambridge Virtual Academy. The teacher to student communication application was developed by a District alumni and current California State University at Long Beach student.

Current Consideration:
In addition to the three aforementioned schools, the District is requesting to expand access to Anaheim High School and will be able to evaluate the application at all additional school sites through the rest of 2025-26 year. Services will be provided August 1, 2025, through July 31, 2026.

Budget Implication:
The total cost for these services is not to exceed $19,248. (LCFF Funds)

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

11.34 ***Quote, Curriculum Associatiates, LLC, Ellevation***

Background Information:
Ellevation is the most comprehensive EL program management platform that organizes all English Learner (EL) student data, supports critical reclassification meetings, enables accurate reporting, and supports instructional planning for multilingual students. Ellevation makes the process of understanding scholars' and their data easy. The customizable data dashboards and comprehensive student profiles allow to easily track language proficiency on English Language Proficiency Assessments for California (ELPAC), analyze sub-populations such as Long Term English Learners (LTELs), share insights Districtwide, and make informed decisions about goals and progress.

Current Consideration:
Ellevation Platform provides District administrators, school leaders, and classroom teachers with transparent data to support Plurilingual students and digital workflow tools to enhance program management. With Ellevation, the District will be able to oversee the entire program in a one-stop-shop, streamline progress monitoring, efficiently reclassify students, gather teacher feedback, centralize newcomer intake, target support for LTELs, generate Title III parent letters, track services/interventions, collaborate on student English Language Development (ELD), and more. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for these services is not to exceed $76,250. (Title III Funds)

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

11.35 ***Agreement, Internet Access, Orange County Department of Education (OCDE)***

Background Information:
The District currently participates in a consortium, via Letter of Agency (LOA), which allows the Corporation for Education Network Initiatives in California (CENIC) to act as the District's internet service provider (ISP), at no cost to the District. CENIC operates the statewide California Research and Education Network (CalREN) network that links schools, district offices, county offices of education, as well as colleges and universities together. The California K-12 high speed network facilitates the participation of nearly 9,000 K-12 entities in CalREN and receives state funding, as well as E-rate and California Teleconnect Fund monies, to support the network. OCDE also provides network services as a conduit from the District, through OCDE to CENIC. The original agreement was approved by the Board of Trustees at the March 11, 2014, Board meeting.

Current Consideration:
Internet services will be provided by Orange County Superintendent of Schools to the District, up to 10 gigabits per second (gbps), at no cost in the event CENIC is not funded. The contingency services cover July 1, 2025, through June 30, 2026.

Budget Implication:
There is no impact to the budget.

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

11.36 ***Agreement, Orange County Department of Education, Inside the Outdoors***

Background Information:
The Orange County Department of Education (OCDE) offers a variety of programs through their Inside the Outdoors Department. The programs are a combination of in-classroom experiences, connecting students to the natural world through unforgettable hands-on experiences, as well as educational field trips.

Current Consideration:
OCDE is requesting to enter into a master agreement with the District in order for District schools to participate in the Inside the Outdoors program. Inside the Outdoors is partnering with The Ecology Center. The goal of this project is to empower, engage, and educate students, teachers, and the community on water issues, awareness, as well as conservation to create behavior change. Addendums attached to the contract reflect additional field trips that will be requested by the school. This program is sponsored by the Municipal Water District of Orange County and is funded by local Orange County water agencies. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
There is no impact to the budget. Inside the Outdoors has secured a grant for the expense of the program.

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

11.37 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Garden Grove Unified School District***

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

Current Consideration:
Garden Grove Unified School District (GGUSD) has requested to enter into a MOU with the District permitting students from GGUSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from GGUSD in the District programs is presented to the Board of Trustees for consideration of approval. Services are being provided August 1, 2024, through June 30, 2025.

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

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

11.38 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Huntington Beach Union High School District***

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

Current Consideration:
Huntington Beach Union High School District (HBUHSD) has requested to enter into a MOU with the District permitting students from HBUHSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from HBUHSD in the District programs is presented to the Board of Trustees for consideration of approval. Services are being provided August 1, 2024, through June 30, 2025.

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

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

11.39 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Capistrano Unified School District***

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

Current Consideration:
Capistrano Unified School District (CUSD) has requested to enter into a MOU with the District permitting students from CUSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from CUSD in the District programs is presented to the Board of Trustees for consideration of approval. Services are being provided August 1, 2024, through June 30, 2025.

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

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

11.40 ***Implementation Agreement, Advancement Via Individual Determination (AVID) Center***

Background Information:
The AVID College Readiness System supports a culture of rigor and success for students in approximately 6,000 schools throughout the nation. Their mission is to close the achievement gap by preparing all students for college/career readiness and success in a global society.

Services provided by AVID Center include: training for AVID site teams, AVID elective teachers, and District AVID coordinator; coordination with the District to analyze AVID program data; AVID certification review/monitoring of programs; access to AVID resources at the password protected AVID website; and access to AVID College and Career Readiness System workshops and online offerings.

Current Consideration:
The yearly fee for Anaheim, Katella, Loara, Savanna, and Western high schools, Oxford Academy, as well as Ball, Brookhurst, Dale, South, and Sycamore junior high schools, covers all AVID materials, AVID District Leadership Professional Learning, and AVID Weekly resources. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost is not to exceed $54,824. (Title I and Title II Site Funds)

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

11.41 ***Amendment, Subcontract Agreement, The Regents of the University of California***

Background Information:
In January 2023, the District was recognized as a subgrantee along with the University of California, Irvine (UCI) as the grantee for the Chan Zuckerberg Initiative (CZI) Innovation Into Evidence grant issued by the Silicon Valley Community Foundation. The total award amount is $1,100,000 over three years. The grant is to support UCI's Orange County Education Advancement Network (OCEAN) research in the District's promising practices, particularly the work around Capstone, Exclusive Pathways, and work-based learning. UCI's OCEAN will dedicate a research team to co-create the research and methods to ensure that the District's practices are rooted in research, are scalable, and are replicable.

Current Consideration:
On July 20, 2023, the Board of Trustees approved the subcontract agreement with The Regents of the University of California, Irvine (UCI), as the grantee for the Chan Zuckerberg Initiative (CZI) Innovation Into Evidence grant, issued by the Silicon Valley Community Foundation. An amendment is being requested to adjust the period of performance of the grant from January 1, 2023, through December 31, 2023, to January 1, 2023, through October 31, 2025. It is also requested to increase the previous funding to $189,000. This is an increase of the original funding by $63,000.

Budget Implication:
There is no impact to the budget.

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

11.42 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected materials for English language arts and health courses. 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 GGG]**

11.43 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for dual enrollment, ethnic studies, and health 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, June 13, 2025, through July 17, 2025.

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

11.44 ***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 III]**

11.45 ***Field Trip Report***

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

HUMAN RESOURCES

11.46 ***Agreement, Lozano Smith, LLP***

Background Information:
Lozano Smith, LLP provides legal services, which are not or cannot be provided by attorneys at the Orange County Department of Education, including consultation and representation in human resources, litigation, and other specialty matters.

Current Consideration:
The District would like to engage the services of the legal firm Lozano Smith, LLP to provide legal services, including human resources and litigation support. Services will be provided July 1, 2025, through June 30, 2026, on an as-needed basis.

Budget Implication:
Services will be provided at a cost not to exceed $25,000 per year. (General Fund)

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

11.47 ***Amendment, Agreement, Internship, California State University, Fullerton***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. Intern agreements permit university students to provide services to District students as a paid employee of the District. The District has had various student teaching and intern agreements in place with California State University, Fullerton (CSUF), since 2003.

Current Consideration:
At the January 16, 2025, Board meeting, the Board approved the intern agreement with CSUF, which included an internship for teaching. The amendment is to add internships for social workers. University students will meet with school site field supervisors to be involved in the preparation for internships. The field supervisor will model effective planning, support, and management strategies, as well as discuss these strategies with the interns. Additionally, professional attire, development, and conduct will be reviewed. The agreement will be effective April 28, 2025, through June 30, 2028. The amendment will be signed following Board approval.

Budget Implication:
The services are provided as a budgeted annual expense. Intern teachers will be placed on the Teacher Salary Schedule according to District policies regarding previous experience and/or education. (General Fund)

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

11.48 ***Agreement, UMass Global Supervised Fieldwork Agreement***

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 UMass since 2021.

Current Consideration:
University students will meet with District clinical supervisors at the intern's assigned school site. This agreement provides opportunities for the student to observe, participate, as well as assist in the District's psychology program. Clinical supervisors will model to the student effective planning, instruction, and management strategies, as well as discuss these strategies with the student. Additionally, professional attire, development, and conduct will be reviewed. The agreement will be effective June 12, 2025, through June 12, 2029. Due to the university's policy for entering into agreements, the agreement will be signed following Board approval.

Budget Implication:
There is no impact to the budget.

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

11.49 ***2024-25 Employee Salary Schedules***

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

Current Consideration:
Adopt modifications to the salary schedule for the Confidential and Non-Classified employee groups.

The proposed modifications include the following:

- Confidential: Clerical correction of salary range number from 66 to 67. Update of salary schedule date to 2024-25.
- Non-Classified: Inclusion of AIME Assistant and AIME Student Worker classifications.

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

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

11.50 ***Certificated Personnel Report***

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

11.51 ***Classified Personnel Report***

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

SUPERINTENDENT'S OFFICE

11.52 ***Consulting Agreement, W Strategies LLC***

Background Information:
In 2013-14, Governor Brown implemented the Local Control Funding Formula (LCFF). The goal of LCFF was to restore funding for K-12 education to the 2007-08 levels adjusted for inflation by 2020-21. Due to improvements in the state economy, the Governor's 2018-19 Budget completes the restoration two years early in 2018-19. This restoration does not provide school funding adequacy. California ranks 45th nationally in the percentage of taxable income spent on education, 41st in per-pupil funding, 45th in pupil-teacher ratios, and 48th in pupil-staff ratios. In past years, Anaheim Union High School District has been extremely proactive in seeking out funding opportunities to provide millions of dollars through grants to provide resources to our teachers, staff, and students.

Current Consideration:
The District has an interest in continuing consulting services with W Strategies LLC (W Strategies). W Strategies is an organization that assists districts through Funding Advocacy and Government Relation activities. They have been highly successful in working with districts and other organizations to maximize access to grant dollars. Within the scope of their services includes crafting a strategic funding plan, identifying, researching, and monitoring grant funding opportunities, establishing clear accountabilities, supporting grant application development and submittal, post-grant submittal funding advocacy, post-award grant administration and compliance, as well as comprehensive follow-up on unsuccessful applications. W Strategies has already identified a variety of grants to apply for that support the vision of AUHSD.

Budget Implication:
The District will pay W Strategies for their services in the amount of $5,000 per month. Services will be provided July 1, 2025, through June 30, 2026. (General Fund)

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

11.53 ***Public Disclosure of Amended Employment Agreements with the Superintendent, Assistant Superintendents, and District Counsel***

Background Information:
On June 6, 2024, the Board of Trustees approved amended employment agreements with the superintendent; assistant superintendents of Educational Services, Human Resources, and Business Services; and District counsel. An addendum was approved at the May 8,

2025, Board meeting extending the period of employment by one year, ending June 30, 2029.

Current Consideration:
This item is to publicly disclose the amended employment agreements with the superintendent, assistant superintendents, and District counsel.

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 amended employment agreements. **[EXHIBITS RRR, SSS, TTT, UUU, and VVV]**

11.54 ***Membership, Orange County School Boards Association (OCSBA)***

Background Information:
OCSBA is a professional organization of local school boards and community college boards in Orange County established to serve each other's needs through consolidated action, exchange of information, and programs focusing on public education. OCSBA sponsors three dinner meetings per year, two of which are co-sponsored with the Association of California School Administrators (ACSA), Region VII, featuring relevant speakers from the educational, governmental, and business communities. Additionally, fiscal update meetings are scheduled during the budget cycle.

Current Consideration:
OCSBA membership provides the opportunity to belong to a forum for local school and community college board members to network, exchange information, and participate in educational opportunities focused on topics pertinent to public education.

Budget Implication:
The cost of the membership for the 2025-26 year is not to exceed $250. (General Fund)

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

11.55 ***Board of Trustees' Meeting Minutes***

May 8, 2025, Regular Meeting **[EXHIBIT WWW]**

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

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

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

13. **ADVANCE PLANNING**

INFORMATION ITEM

13.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, July 17, 2025, at 6:00 p.m.

Thursday, August 7
Thursday, September 11
Thursday, October 16
Thursday, November 13
Thursday, December 11

13.2 ***Suggested Agenda Items***

14. **ADJOURNMENT** ***ACTION ITEM***

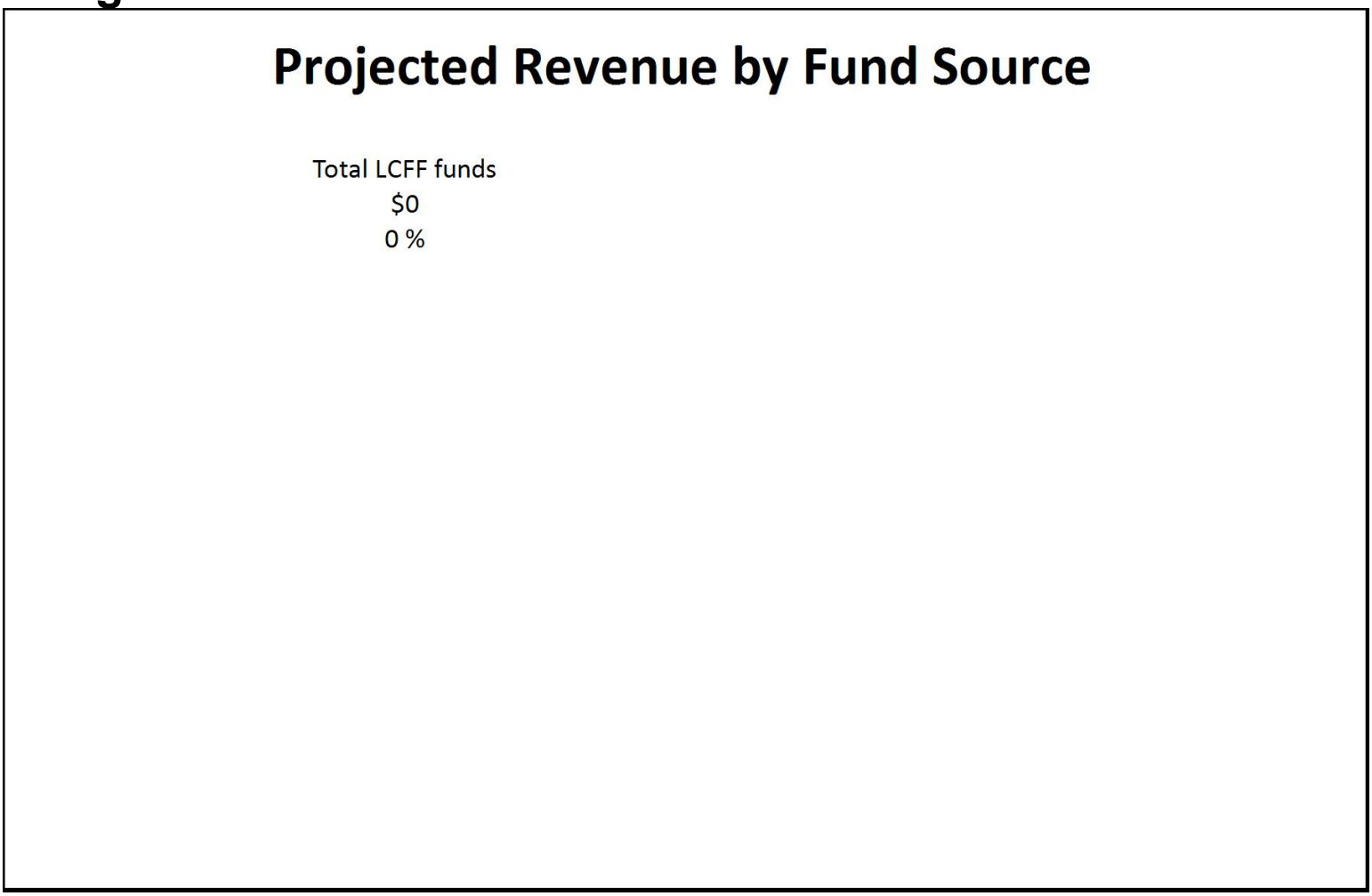
In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at morales_p@auhsd.us by 5:00 p.m. on Tuesday, June 10, 2025.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Anaheim Union High School District
CDS Code: 30-664310000000
School Year: 2025-26
LEA contact information:
Seema Sidhu, Ed.D.
Director, Learning and Development
sidhu_s@auhsd.us
714-999-3579

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2025-26 School Year



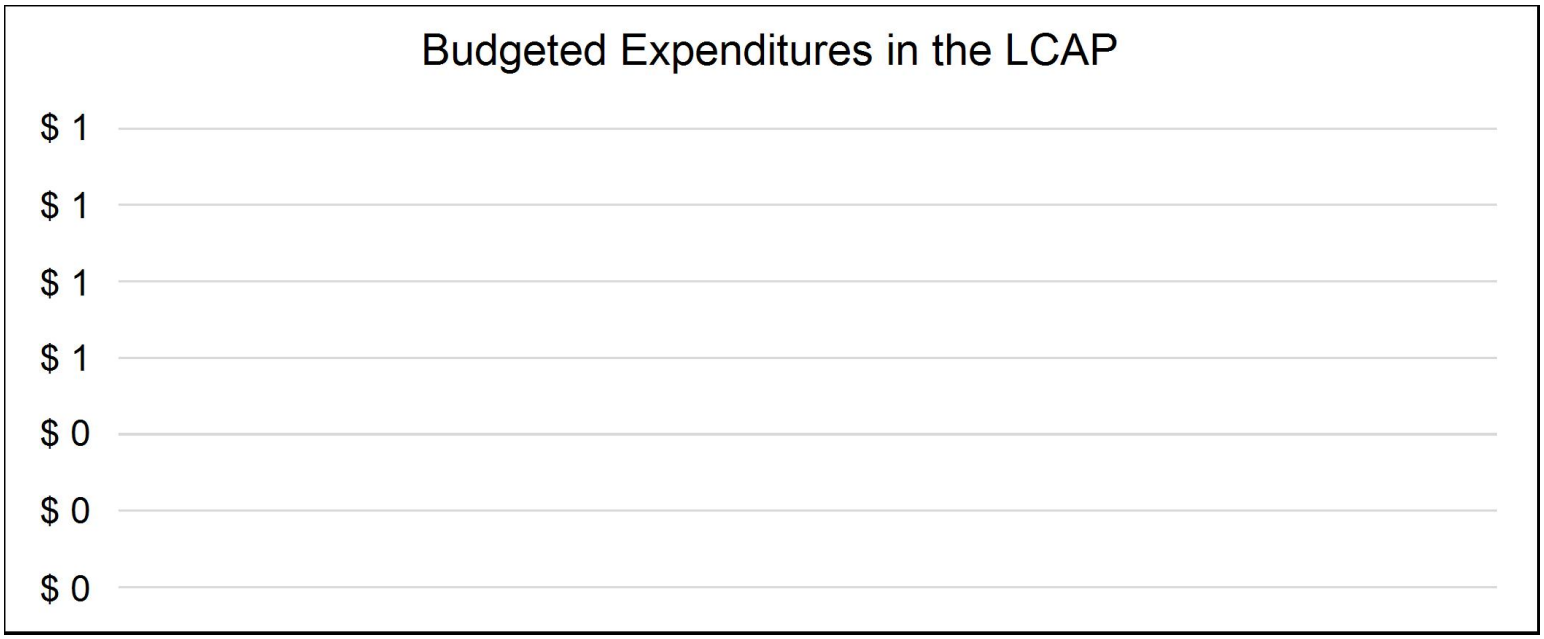
This chart shows the total general purpose revenue Anaheim Union High School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Anaheim Union High School District is $, of which $ is Local Control Funding Formula (LCFF), $ is other state funds, $ is local funds, and $ is federal funds. Of the $ in LCFF Funds, $ is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

DRAFT

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



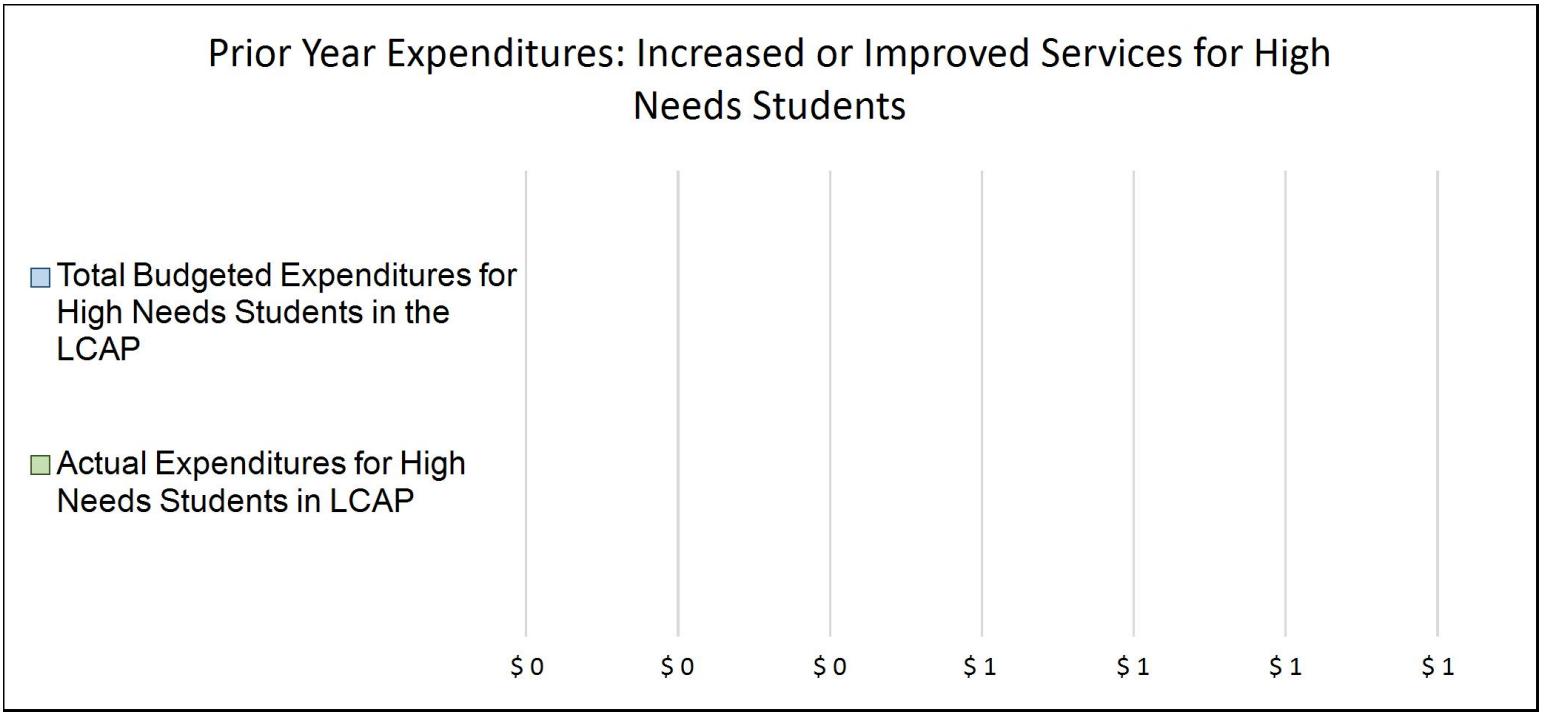
This chart provides a quick summary of how much Anaheim Union High School District plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Anaheim Union High School District plans to spend $ for the 2025-26 school year. Of that amount, $ is tied to actions/services in the LCAP and $ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Anaheim Union High School District is projecting it will receive $ based on the enrollment of foster youth, English learner, and low-income students. Anaheim Union High School District must describe how it intends to increase or improve services for high needs students in the LCAP. Anaheim Union High School District plans to spend $ towards meeting this requirement, as described in the LCAP.

Update on Increased or Improved Services for High Needs Students in 2024-25



This chart compares what Anaheim Union High School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Anaheim Union High School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2024-25, Anaheim Union High School District's LCAP budgeted $ for planned actions to increase or improve services for high needs students. Anaheim Union High School District actually spent $ for actions to increase or improve services for high needs students in 2024-25.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Anaheim Union High School District	Seema Sidhu, Ed.D. Director, Learning and Development	sidhu_s@auhsd.us 714-999-3579

Plan Summary [2025-26]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Overview of AUHSD
Founded in 1898, Anaheim Union High School District (AUHSD) is an urban secondary school district serving approximately 27,195 students across grades seven through twelve. The district spans approximately 46 square miles and includes the communities of Anaheim, Cypress, Buena Park, La Palma, and Stanton. Students transition into AUHSD from five feeder elementary school districts, bringing rich linguistic diversity with over 66 languages spoken at home. AUHSD's diverse student population consists predominantly of Hispanic/Latino students (68.9%), along with Asian (13.4%), White (7.8%), Filipino (3.8%), Black/African American (2.1%), two or more races (3.5%), Pacific Islander (0.4%), and American Indian/Alaskan Native (0.1%) students. Additionally, 79.2% of AUHSD students are low-income (as indicated by participation in the National School Lunch Program), 21.9% are English learners (plurilingual students), and 0.5% are foster youth.

Schools and Educational Programs
AUHSD comprises of twenty school campuses, including eight comprehensive junior high schools, eight comprehensive high schools, one continuation high school (Gilbert High School), one Independent Studies school (Polaris Independent Studies), and one virtual academy (Cambridge Virtual Academy). Additionally, AUHSD has established Independent Learning Centers (ILCs) at Anaheim, Magnolia, Savanna, and Western High Schools, with plans to expand to Cypress High School in the 2025-2026 school year. The ILCs provide AUHSD students with flexible educational options, including comprehensive social-emotional support, home visits, and tailored approaches that meet students' unique needs beyond traditional five-day-a-week attendance at comprehensive school sites. The district takes pride in its high-performing schools, boasting thirteen California Distinguished Schools, two National Blue Ribbon Schools, two Green Ribbon Award-winning schools (green and silver), and thirteen California Gold Ribbon Schools. Additionally, AUHSD is recognized as a California Democracy School

District, with twenty designated California Democracy Schools, ten of which have received the California Civic Learning Award of Excellence.

Community Context and Challenges
The AUHSD community is vibrant, culturally diverse, and economically dynamic. Many families within the district face significant economic challenges, reflected in the high percentage of students identified as socioeconomically disadvantaged. The community also grapples with broader urban challenges, including housing instability, economic disparities, and the need for robust educational supports to address language barriers and achievement gaps. Recognizing these challenges, AUHSD emphasizes targeted support, equity-driven practices, and culturally responsive educational approaches. Anaheim Union High School District strategically leverages Title I funds at schools serving a significant number of students from low-income families, providing additional resources and supports to enhance student success. The majority of AUHSD schools are designated as Title I, reflecting the district's commitment to equity and targeted support. Oxford Academy, Cypress High School, Lexington Junior High School, Kennedy High School, and Walker Junior High School do not have Title I status, but like all AUHSD schools, they receive equitable districtwide supports and resources aligned with the district′s vision and goals. Title I designation enables AUHSD to further invest in family engagement, culturally responsive instruction, and comprehensive support systems, benefiting students and families across the entire district community.

Major Educational Initiatives and Programs
AUHSD implements several acclaimed educational initiatives designed to address student needs comprehensively, enhance equity, and improve student outcomes:

AVID (Advancement Via Individual Determination): Supporting college and career readiness for students traditionally underrepresented in higher education.

Puente (Bridge) Program: Bridging achievement gaps by offering mentorship, rigorous academics, and fostering culturally relevant curriculum and community involvement.

International Baccalaureate (IB): Providing rigorous, globally recognized academic programs to develop well-rounded, internationally minded students.

California Community Schools Partnership Program (CCSPP)
Since 2021-22, AUHSD has been a prominent recipient of grants from the California Community Schools Partnership Program (CCSPP), receiving over $23 million to transform its schools into community hubs. As of 2024-2025, 15 of AUHSD′s 20 schools operate as Community Schools, significantly enhancing family and community engagement through integrated services and partnerships. The AUHSD Community Schools approach creates safe, inclusive environments where students, families, educators, and community partners collaboratively expand opportunities and address comprehensive student needs.

Whole Child Approach
Aligned closely with AUHSD′s Community Schools initiative, the district embraces a comprehensive Whole Child Approach designed to nurture students' academic, social-emotional, physical, and mental well-being. This approach recognizes the interconnectedness of student development, intentionally focusing on creating learning environments where each student feels healthy, safe, engaged, supported, and challenged. AUHSD emphasizes practices such as social-emotional learning, trauma-informed care, restorative justice, robust counseling

and mental health services, and meaningful family engagement, ensuring students receive holistic support to achieve long-term academic success and personal well-being. The Whole Child Approach underpins all district initiatives and is prominently reflected in the district's three primary LCAP goals.

Equity Multiplier Initiative
AUHSD continues to benefit from California's Equity Multiplier funds, designed to address resource disparities at school sites with high non-stability rates and large percentages of socioeconomically disadvantaged students. Gilbert High School (Continuation), Polaris Independent Studies, and Cambridge Virtual Academy (CVA) qualify for these funds. These schools actively incorporate feedback from educational partner groups, including Site Leadership Teams, School Site Councils, student interviews, and district-level meetings, to implement evidence-based interventions targeting student success. Detailed goals and actions related to the Equity Multiplier can be found in Equity Multiplier LCAP Goals 4, 5, and 6.

Strategic Plan: Vision, Mission, Core Values, and CPSF
AUHSD's strategic direction is anchored in its foundational principles—Vision, Mission, Core Values, and the Career Preparedness Systems Framework (CPSF)—all oriented around clear, measurable objectives defined as the Wildly Important Goals (WIGs):

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.

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

Career Preparedness Systems Framework (CPSF)
AUHSD leverages the CPSF model to integrate academic, technical (hard), and 21st-century (soft) skills with student voice and purpose. Through structured career pathways, dual enrollment, internships, and leadership opportunities, CPSF aligns education with real-world demands, empowering students to succeed academically, professionally, and civically.

Wildly Important Goals (WIGs)
AUHSD's strategic priorities are defined by three primary WIGs:

- Increasing the four-year cohort graduation rate.
- Improving A-G course completion to enhance college and career readiness.
- Improving attendance rates by reducing chronic absenteeism across all student groups.

During the 2025-2026 school year, AUHSD will strategically advance these Wildly Important Goals by implementing evidence-based interventions, targeted professional learning, and robust student support systems, detailed comprehensively within the LCAP. District and school teams will engage in ongoing, collaborative analysis of attendance, grade distribution, and credit completion data, with a particular emphasis on improving outcomes for English learners, foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. Through continuous monitoring, reflection, and adjustment, AUHSD remains deeply committed to ensuring equity, student success, and readiness for postsecondary life.

Anaheim Union High School District Awards and Recognitions
Districtwide Awards:
California Democracy School District
California Champion of Civics – Superintendent Michael Matsuda
NAMM Best Communities for Music Education
P21 Exemplar School – Recognized for 21st Century Learning Innovation
Golden Bell Awards – California School Boards Association (CSBA)
California Gold Ribbon Schools – Multiple sites recognized
California Green Ribbon School – Environmental leadership and sustainability
California Model Continuation High School – Gilbert High School
California Civic Learning Awards of Excellence – Multiple school sites
California Distinguished Schools
National Blue Ribbon Schools
AP Honor Roll – All AUHSD comprehensive high schools
Seal of Excellence – California Association for Bilingual Education (CABE)
California Positive Behavioral Interventions and Supports (PBIS) Awards – Gold, Silver, Platinum, and Bronze designations across schools
California Democracy Schools – 20 AUHSD sites

Student and School-Level Awards:
#1 Public School in Orange County in 2023 (Oxford Academy)
Oxford Academy – 2023 National Blue Ribbon Award and multiple years as a California Distinguished School and Democracy School
Cypress High School – 2024 California Democracy School, 2024 PBIS Bronze Award
Gilbert High School – 2023 California Model Continuation High School, 2023 California Democracy School
Kennedy High School – 2024 California Democracy School, 2024 PBIS Bronze Award
Lexington Junior High School – 2024 California Democracy School, 2019 California Distinguished School
Magnolia High School – 2024 California Democracy School
Dale Junior High School – 2023 California Democracy School
Sycamore Junior High School – 2024 California Democracy School
Oxford, Kennedy, and Loara High Schools – Multiple years of recognition for civic engagement, college readiness, and academic excellence
Ball, Brookhurst, Dale, Lexington, South, Sycamore, and Walker Junior High Schools – Multiple recognitions for PBIS, Civic Learning, and Distinguished School status

These awards and recognitions highlight the district's commitment to equity, innovation, academic excellence, and whole-child development. They reflect the impact of AUHSD's focus on civic engagement, college and career readiness, inclusive practices, and supportive school cultures. These accomplishments serve as validation of the district's ongoing efforts to provide meaningful learning experiences and improve outcomes for all students.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Overview of 2023 CA Dashboard Performance

Indicators in red on the 2023 California Dashboard:
Techinical Assistance Status: DA, Year 1

Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard District-wide:
ELA: EL, FOS, HOM, SED, SWD, HI
Math: EL, HOM, SWD, HI
Chronic Absenteeism: All, EL, HOM, SED, SWD, AA, AI, HI, PI
Suspension Rate: FOS

Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard and/or any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard:

Anaheim High School:
ELA: EL, SWD
Math: All, EL, SED, SWD, HI
Suspension Rate: HOM

Ball Junior High School:
Technical Assistance Status: CSI LP
ELA: EL, HI
Math: All, EL, SED, SWD, HI
ELPI: All
Chronic Absenteeism: All, EL, HOM, SWD, HI, WH
Suspension Rate: HOM

Brookhurst Junior High School:
Technical Assistance Status: ATSI
ELA: EL
Math: EL
ELPI: All
Chronic Absenteeism: All, EL, HOM, SED, SWD, HI

Cypress High School:
Math: SWD
ELPI: All

Dale Junior High School:
Technical Assistance Status: CSI LP
ELA: All, EL, HOM, SED, SWD, HI
Math: All, EL, SED, SWD, HI, WH
Chronic Absenteeism: All, WH
Suspension: SWD

Gilbert High School (Continuation):
Technical Assistance Status: CSI Grad
Math: EL
ELPI: All
Graduation Rate: All, EL, HOM, SED, SWD, HI
College/Career: All, EL, HOM, SED, SWD, HI, WH

John F. Kennedy High School:
ELA: EL, SWD
Math: EL
ELPI: All
Suspension Rate: HOM

Katella High School:
ELA: EL, SWD
Math: EL, SWD, HI
College/Career: SWD

Loara High School:
ELA: All, EL, SED, HI
Math: All, EL, SED, HI

Magnolia High School:
ELA: EL
College/Career: SWD

Orangeview Junior High School:
ELA: EL, HOM, SWD
Math: All, EL, HOM, SED, HI, WH
Chronic Absenteeism: All, EL, SED, SWD, HI, WH
Suspension Rate: EL, WH

Polaris High School:
ELA: All, SED, HI
Math: All, SED, HI
College/Career: EL, HOM, HI

Savanna High School:
ELA: EL
Math: All, EL, SED, SWD, HI
Suspension Rate: EL, SWD
College/Career: EL, SWD

South Junior High School:
Technical Assistance Status: CSI LP
ELA: All, EL, HOM, SED, SWD, HI, WH
Math: All, EL, SED, SWD, HI, WH
ELPI: All
Chronic Absenteeism: All, EL, HOM, SED, HI, WH

Sycamore Junior High School:
Technical Assistance Status: ATSI
ELA: EL
Math: All, EL, HOM, SED, SWD, HI
Chronic Absenteeism: All, EL, HOM, SED, SWD, HI
Suspension Rate: HOM

Walker Junior High School:
Technical Assistance Status: ATSI
ELA: SWD
Math: EL, SWD, HI

ELPI: All
Chronic Absenteeism: EL, HOM, SED, HI
Suspension Rate: AA

Western High School:
ELA: EL, SWD

English Language Arts (ELA) Performance
2023-2024 EL APerformance by Student Group
The District-wide student performance levels in English Language Arts (ELA) for the 2023-2024 school year, based on the California Dashboard, indicate that 42.64% of students met or exceeded the standard. This result remains consistent with the prior year's data (2022-2023). A detailed analysis of performance by student group shows varying levels of proficiency:

English Learners (Plurilingual students): 4.67%

Long-Term English Learners: 3.0%

Hispanic/Latino students: 31.44%

Students experiencing homelessness: 23.06%

Socioeconomically disadvantaged students: 35.85%

Students with disabilities: 9.79%

The data demonstrates the necessity for growth in ELA performance across all student groups, with particular attention required for student groups currently identified with a District-wide Red indicator. These groups include African American, American Indian, English Learners, Foster Youth, Hispanic/Latino, Homeless, Long-Term English Learners, and Pacific Islander students. Notably, there have been improvements compared to the previous year: White students moved from a Red indicator to Yellow, and socioeconomically disadvantaged students and students with disabilities progressed from Red to Orange indicators.

Site-Level Red Indicators in ELA
Although the District-wide performance indicator for students with disabilities is no longer in Red for ELA, significant performance gaps persist at specific school sites. Five comprehensive high schools—Katella, John F. Kennedy, Magnolia, and Western and Gilbert High School (Continuation School)—and four junior high schools—Brookhurst, Orangeview, Walker, and Ball—remain in the Red category for students with disabilities according to the 2023-2024 CA Dashboard.

In addition, multiple school sites have one or more student groups performing at the Red indicator level in ELA on the CA Dashboard:

Comprehensive High Schools: John F. Kennedy, Katella, Magnolia, and Western; Gilbert (Continuation School)

Junior High Schools: Ball, Brookhurst, Orangeview, South, Sycamore, and Walker

AUHSD Response and Instructional Strategies (Goal 1: Actions 1.1, 1.2, 1.3, 1.6, 1.8)
Acknowledging these critical areas for improvement, the District regularly engages with site principals, department chairs, and district leadership teams to strategize and implement improvements aimed at increasing students' literacy and analytical skills through rigorous instructional practices and strengthened student support systems. To further enhance academic achievement, AUHSD has developed a strategic approach anchored in the Career Preparedness Systems Framework (CPSF). This framework focuses on three critical components: Technical Skills, 21st Century Skills (Soft Skills), and Student Voice and Purpose, and intentionally integrates them into the educational experiences of all students. Central to this strategy is the Capstone program, which all AUHSD schools have developed and implemented over the past three years. This program utilizes performance task assessments, empowering students to build technical skills, soft skills, and student voice. Each school has customized its Capstone program to reflect its unique vision and values, aiming to create an ideal educational experience for their student community. The Capstone program embodies a promise from AUHSD: to provide thoughtful, relevant, and engaging experiences that prepare all students for meaningful and purposeful lives. During the 2024-2025 school year, AUHSD continued refining and implementing this important program.

Use of CPSF, Capstone, and Performance Task Assessments
District-wide professional development complements these efforts, emphasizing Communities of Practice and performance task assessments. Teacher professional learning explicitly focuses on integrating student voice, the 5Cs (Collaboration, Communication, Critical Thinking, Creativity, and Character), and technical skills within instructional practices and assessments. Professional learning additionally emphasizes student reflection as a critical part of the learning process, encourages staff to use data-driven practices to adjust performance task assessments for targeted support, and guides teachers in identifying authentic audiences to increase student engagement and relevance. These targeted professional learning and support efforts will continue into the 2025-2026 school year.

Throughout the current academic year, AUHSD prioritized comprehensive data analysis ("data dives") as part of developing and aligning the School Plan for Student Achievement (SPSA) and Local Control and Accountability Plan (LCAP). Professional learning across the District centered around data-driven decision-making, enabling school and district teams to closely examine performance indicators from both the California Dashboard and local data, including graduation rates, A-G completion, Career Technical Education (CTE) pathway completion, and district and site-level D/F rates.

By emphasizing evidence-based instructional strategies within classrooms, AUHSD remains committed to improving ELA performance outcomes for all students and specifically targeted student groups. The following LCAP Goals, Actions/Services support the work to address students' needs based on the CA Dashboard:
Goal 1: Actions 1.1, 1.2, 1.3, 1.6, 1.8
Goal 2: Action 2.4
Goal 3: Actions 3.1, 3.2, 3.3, 3.5

Summary of Student Groups with District-wide Red Indicators:
African American
American Indian

English Learners (EL)
Foster Youth (FY)
Hispanic/Latino (HI)
Homeless (HOM)
Long-Term English Learners (LTEL)
Pacific Islander

Breakdown of Student Groups in Red per School Site (2023-2024 CA Dashboard):

High Schools:
Gilbert: EL, LTEL, HI, SED, SWD
John F. Kennedy: SWD
Katella: EL, LTEL, SWD
Magnolia: EL, SWD
Western: EL, LTEL, SWD

Junior High Schools:
Ball: EL, LTEL, SED, SWD, HI, WH
Brookhurst: EL, LTEL, FY, HI, SED, SWD
Orangeview: EL, SWD
South: EL, LTEL, FY, SED, HI
Sycamore: EL, LTEL
Walker: EL, LTEL, SWD

Mathematics Performance
2023-2024 Math Performance by Student Group
The District-wide student performance levels in math for the 2023-2024 school year, based on the California Dashboard, indicate that 24.60% of students met or exceeded the standard. This result shows a .64% increase from the prior year's data (2022-2023). A detailed analysis of performance by student group shows varying levels of proficiency:

EL: 2.73%
LTEL: 0.84%
HI: 12.47%
HOM: 11.09%
SED: 17.51%
SWD: 3.13%

Site-Level Red Indicators in Math
According to the 2023-2024 California Dashboard, AUHSD's district-wide mathematics performance for all students is currently at the Orange indicator level, indicating a need for focused and sustained improvement efforts. Performance analysis by student group further reveals

significant areas of concern, with the following groups identified at the Red performance indicator: African American students, English Learners (EL), Foster Youth, Hispanic/Latino students, students experiencing homelessness, and Long-Term English Learners (LTELs). Additionally, several individual school sites have been identified as requiring targeted support based on their Red performance indicator in mathematics for all students:

Comprehensive High Schools: Gilbert (Continuation), Katella, Loara, Savanna

Junior High Schools: Brookhurst, Orangeview, South, Sycamore, Ball

AUHSD Instructional Shifts in Math Pedagogy
Recognizing these significant challenges, AUHSD is committed to taking a comprehensive approach to enhancing mathematics teaching and learning across the district. AUHSD prioritizes the development of students' critical thinking abilities, problem-solving skills, and deep conceptual understanding. The district emphasizes a holistic approach to mathematics, integrating real-world applications, creativity, and collaboration. Through Performance Task Assessments, teachers are actively developing authentic and meaningful mathematics experiences that extend beyond traditional curriculum boundaries. These assessments reflect the lived experiences of students, honoring and celebrating their rich and diverse community backgrounds. Throughout the current and upcoming school year, AUHSD teachers will continue fostering a growth mindset among students, aiming to instill lifelong learning skills essential for academic and personal success. Teachers will use the Innovation Design Template as a strategic tool to embed intentional instructional supports specifically targeting English Learners (plurilingual), Hispanic/Latino students, White students, socioeconomically disadvantaged students, students experiencing homelessness, and students with disabilities. Continuous evaluation and refinement of mathematics instructional practices ensure that all students receive targeted and effective support tailored to their diverse learning needs. To strengthen teacher capacity and enhance student outcomes in mathematics, AUHSD has implemented extensive professional development opportunities. Teachers currently engage in ongoing professional learning, including monthly mathematics learning labs, book studies centered on research-based instructional strategies, monthly department chair workshops, attendance at regional and national conferences (such as the CMC-S Mathematics Conference), and active professional learning communities at each school site. (Goal/Action 1.1)

Professional Development, Math Labs, and Co-Teach (Goal 1: Actions 1.1, 1.2)
The Mathematics Learning Labs, developed by AUHSD mathematics teachers, are essential structures that emphasize evidence-based instructional practices. These labs include reflective dialogue, classroom observations focused on Standards for Mathematical Practice and student-centered learning, and studies of relevant educational articles and expert videos. Through consistent collaboration with teacher leaders, many of whom are actively involved in research-based fellowships and grants, teachers have established strong communities of practice to support ongoing instructional improvement. An intentional focus during Mathematics Learning Lab workshops is providing targeted instructional strategies for English Learners (plurilingual), students with disabilities, foster youth, Hispanic/Latino students, and students experiencing homelessness. Central to this professional learning is building teacher capacity to structure lessons that are student-centered, foster meaningful dialogue, and support students' ability to transfer knowledge across diverse mathematical concepts. Resources for this work include AUHSD's LCAP recommendations specifically addressing instructional strategies for identified student groups (Goal/Action: 1.2)

Furthermore, AUHSD offers specialized co-teaching workshops for mathematics educators, strengthening their instructional methods for effectively serving students with disabilities and English learners. The district has also invested in digital instructional tools and resources to

supplement math instruction, including online platforms supporting Math 7 and Math 8 curricula at junior high school sites and Math I, Math II, and Math III courses at high school sites. These digital resources provide students with guided practice and differentiated support.

Moreover, AUHSD collaborates with the Orange County Department of Education and research partners through a grant dedicated to supporting Female and Latinx students in developing STEM identities through mathematics and science courses. Anaheim, Loara, and Cypress high schools actively participate in this initiative.

Breakdown of Student Groups Identified in Red for Mathematics Performance on the CA Dashboard:
District-wide Student Groups in Red:

English Learners (EL)
Long-Term English Learners (LTEL)
Foster Youth (FY)
Homeless Students (HOM)
Hispanic/Latino Students (HI)
Students with Disabilities (SWD)
White Students (WH)

High Schools—Student Groups in Red:
Gilbert: EL, LTEL, SED, SWD, HI
John F. Kennedy: SWD
Katella: SED, SWD, HI
Loara: EL, LTEL, SED, SWD, HI
Polaris Independent Study: EL
Savanna: EL, LTEL, SED, SWD, HI
Western: EL, SWD

Junior High Schools—Student Groups in Red:
Ball: EL, LTEL, SED, SWD, HI
Brookhurst: EL, LTEL, SED, SWD, HI
Orangeview: EL, SED, SWD, HI
South: LTEL, HOM, SED, HI
Sycamore: EL, LTEL, HOM, SED, HI
Walker: HI

Learning Recovery Emergency Block Grant (LREBG) Status
The Anaheim Union High School District has no unexpended LREBG funds.

Through these intentional, targeted strategies and ongoing professional development opportunities, AUHSD remains committed to continuously improving mathematics instruction and ensuring equitable academic outcomes for every student group across the district.

Reflections on College and Career Readiness
Work-Based Learning and Anaheim Innovative Mentoring Experience (AIME) Impact
In addition to targeted improvements in English and mathematics instruction and achievement, AUHSD continues to prioritize comprehensive career preparation opportunities through the Anaheim Innovative Mentoring Experience (AIME) program. The AIME program has provided over 18,000 career mentoring and internship experiences to AUHSD students through its tiered mentoring structure, which engages over 90 different corporate, community-based, and nonprofit partners. These meaningful mentoring experiences prepare students authentically for college and career expectations. To further strengthen these efforts, AUHSD has hired a Career Readiness and Work-Based Learning Specialist who coordinates, implements, and expands high-quality Career Technical Education (CTE) programs across the district. This specialist also works closely with site-level work-based learning coordinators to promote participation in AIME events, ensuring targeted outreach and increased access for unduplicated students. Reflecting the effectiveness of these initiatives, the 2024-2025 LCAP survey showed that 87% of staff agree their school site actively encourages students to explore diverse career options, and an impressive 100% of surveyed students expressed feeling confident, content, and/or excited about their future due to these experiences.

Civic Engagement
Alongside AUHSD's robust emphasis on career readiness through the AIME program, the District maintains a deep and sustained commitment to civic engagement and learning. Civic engagement plays a prominent role throughout AUHSD, as reflected by the 92% of staff who report facilitating civic engagement activities at their school sites, including AUHSD Talks, Soapbox speeches, civic inquiry, and community service projects. Twenty schools have been officially designated as California Democracy Schools, signifying their institutional dedication to high-quality civic learning through allocated time, resources, policies, and specialized expertise. Additionally, twenty AUHSD schools have received California Civic Learning Awards, with nine schools—Cypress High School, Lexington Junior High, South Junior High, Savanna High School, Katella High School, Walker Junior High, Dale Junior High, Gilbert High School, and Kennedy High School—achieving the Civic Learning Award of Excellence, the highest civic honor awarded in California. Highlighting the District's collective success, AUHSD was distinguished in 2024 as a California Democracy School District, becoming the first and only school district in the state to earn this prestigious recognition.

Hands-on Learning: Magnolia Agriscience Community Center (MACC)
Building upon this district-wide commitment to civic engagement and community impact, AUHSD also promotes civic responsibility and environmental awareness through hands-on learning experiences at the Magnolia Agriscience Community Center (MACC). The MACC is an urban agricultural oasis located on the Magnolia High School campus, educating students, families, and community members about sustainable agricultural practices, nourishment, and community building. The Magnolia Agriscience Community Center (MACC) is an urban agricultural hub located on the Magnolia High School campus. It serves as a learning space where students, families, and community members engage with sustainable agricultural practices and farm-to-table nourishment. Through community-building initiatives, the MACC fosters education on environmental sustainability and healthy living. AUHSD students, particularly those in 7th and 11th grades, have the opportunity to explore NGSS Human Impact standards and California Environmental Principles and Concepts during hands-on learning lab field trips to the MACC. These field trip lessons are taught by UC Irvine student interns who are trained through a partnership with the UC Irvine Science Project. Since the field trips launched in the spring of 2022, over 3,100 students have participated. Many of these students have gone on to complete PTA's and capstone projects focused on environmental justice and regenerative farming, receiving guidance from MACC staff. The MACC also provides valuable educational opportunities for the wider community. In partnership with the community schools coordinator and FACES, the farm offers community events that incorporate nutrition, sustainable living, and gardening. Additionally, the

MACC has hosted nine successful Farm-to-Table events, attended by over 1,040 community members, with plans for four more community dinners in the 2025-2026 year. In addition, Magnolia High School earned the 2024 California Green Ribbon School Award (Silver) in recognition of the transformative work happening at the MACC. AUHSD's district-wide Green Ribbon School Award application earned silver in 2025. In collaboration with UC Irvine, over 20 science teachers developed Performance Task Assessments centered on Environmental Justice, using the MACC farm as a key learning asset. This shift in teacher PTA's supported the Green Ribbon School applications. In the last three years, more than 115 students have gained valuable workforce experience through the MACC's summer internship program, in partnership with the City of Anaheim. Looking ahead to the summer of 2025, the MACC farm plans to offer 60 additional internships, focusing on Blue Zones health habits, culinary skills, entrepreneurship, and business modeling which will empower the next generation of leaders.

Linguistic and Cultural Responsiveness
English Learner Progress
In addition to AUHSD's achievements in civic engagement and fostering democratic participation, the District continues to prioritize the academic growth and language development of English learners (plurilingual students). According to the 2023-2024 California Dashboard, 37.5% of English learners district-wide are making progress toward English language proficiency, slightly below the statewide average of 45.7%. Several school sites have been identified with a Red indicator in English learner progress, highlighting significant needs for targeted interventions. These schools include Anaheim High School, Polaris High School (IS), Gilbert High School (Continuation), Katella High School, Loara High School, and Western High School, along with the junior high schools Orangeview, South, and Sycamore. In response, AUHSD continues to offer extensive professional learning opportunities for staff through the B.E.L.I.E.F. modules. AUHSD provided multiple all-day professional development, called the BELIEF Modules 2.0, for English Language Arts (ELA) teachers focusing on structures and supports for D-ELD and I-ELD classroom spaces. These training highlighted the ELD Standards and its practical uses in academic classroom spaces to support English acquisition. Additionally, the District provides targeted extended learning opportunities specifically designed for English learners, such as the Saturday Language Academy, Summer Language Academy, and ongoing EL Success Monitoring. AUHSD utilizes the Ellevation platform to systematically track English learner progress, facilitating tailored interventions at individual school sites. English learners are intentionally placed in Native Speaker courses and pathways leading toward the Seal of Biliteracy. Furthermore, AUHSD has integrated culturally responsive instructional environments into Ethnic Studies courses by embedding Native Speaker classes. Teachers are intentionally designing Performance Task Assessments that include embedded academic supports to address the diverse needs of English learner students effectively.

Dual Language Immersion (DLI)
To further enhance language acquisition, literacy, and cultural understanding, AUHSD has strategically expanded its Dual Language Immersion (DLI) offerings. AUHSD offers Dual Language Immersion (DLI) at three feeder patterns: Global Leadership and Language Academy (GLLA) at Brookhurst JHS/Savanna HS; Spanish Dual Language Academy (DLA) at Sycamore JHS/Anaheim HS; Vietnamese Dual Language Immersion Academy (VDLIA) at Dale JHS/Magnolia HS. AUHSD successfully implemented Spanish Dual Language Immersion at South JHS in fall of 2023 with two full classes and at Katella HS in fall of 2025. Educators from OCDE, CDE, CABE, Oregon University, and Sacramento State University visited our DLI programs and observed DLI classes at Sycamore Junior High School, Anaheim High School, and Savanna High School during the 2024-2025 school year. AUHSD's efforts in supporting plurilingual students and fostering biliteracy have received substantial recognition and interest from educators statewide. For the 2025 OCDE EPICC Long Term English Learner (LTEL)/Experienced Multilingual Focused Instructional Rounds Site Visits, 30 educators were welcomed at Savanna High School. AUHSD teachers and educators also presented in over 10 sessions at the 2025 CABE Conference, demonstrating exemplary instructional practices consistent with the strategic priorities set forth in the LCAP.

Ethnic Studies
Building upon AUHSD's commitment to linguistic and cultural responsiveness, the AUHSD Board of Trustees passed an Ethnic Studies Resolution on May 6, 2021. To support the implementation of this resolution, the District hired an Ethnic Studies Curriculum Specialist, who has led professional learning sessions focused on creating and expanding Ethnic Studies courses. Professional learning opportunities for Ethnic Studies have continued throughout the current school year, with further sessions planned for the 2024-2025 academic year. As of February 13, 2025, the Ethnic Studies district overview demonstrates significant progress: of all eligible students, 2,995 have successfully met the Ethnic Studies graduation requirement, with an additional 296 students currently enrolled and progressing toward meeting this critical requirement.

This dedicated focus on culturally responsive and inclusive educational experiences contributes positively to the District's consistently strong graduation outcomes. AUHSD's graduation rates for the Class of 2023-2024 were notably high at 93.2%, demonstrating an upward trajectory, particularly for socioeconomically disadvantaged students, whose graduation rate matched the overall district rate and exceeded state averages. Nevertheless, disparities among student subgroups highlight ongoing needs for targeted support. Specifically, graduation rates were lower for English learners (plurilingual students) at 84.7%, Long-Term English Learners (LTEL) at 86.3%, and students with disabilities at 80.7%. However, foster youth graduation rates improved significantly, reaching 93.3%.

Reflections on Graduation and A-G Completion: Targeted Support and CSI Impact at Gilbert High School
Gilbert High School (Continuation) demonstrated substantial growth, with graduation rates increasing from 64.1% to an impressive 80% overall. Notably, subgroup graduation rates at Gilbert High School also improved significantly: 78.3% for English learners, 77.9% for LTEL students, 81% for students experiencing homelessness, 80.2% for socioeconomically disadvantaged students, 84.2% for students with disabilities, and 80.1% for Hispanic/Latino students. To sustain and accelerate this positive trajectory, Gilbert High School developed a Comprehensive Support and Improvement (CSI) plan designed specifically to address student groups performing at the Red indicator level. These groups include English learners, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. Gilbert High School's CSI plan emphasizes providing robust social-emotional supports, creating and refining policies and systems to re-engage students in learning, offering credit recovery opportunities, and developing comprehensive academic and language supports. These strategies directly target key performance areas such as grades, on-target rates, graduation rates, classroom and state standardized assessments, College and Career readiness, and A-G course completion rates. While AUHSD's overall A-G completion rate of 54.4% exceeded state averages, the district recognizes significant gaps among specific student subgroups, signaling critical areas for continued improvement. These areas include supporting socioeconomically disadvantaged students (50.5% A-G completion), English learners (25.4%), students with disabilities (17.5%), and foster youth (16.7%). The District remains committed to enhancing equitable access, targeted interventions, and systemic supports to ensure improved educational outcomes for all student groups.

Reflections on College and Career Preparedness: Postsecondary Outcomes and The Anaheim Union Educational Pledge
To further ensure AUHSD graduates successfully achieve their postsecondary goals, the District established the Anaheim Union Educational Pledge (The Pledge) in 2017. This intersegmental partnership includes Fullerton College, Cypress College, California State University, Fullerton (CSUF), University of California, Irvine (UCI), and the City of Anaheim. The Pledge provides a comprehensive framework of actions spanning these institutions, aiming to increase college access, retention, and success among AUHSD graduates. Data reflecting the effectiveness of The Pledge demonstrates substantial academic success for AUHSD students at the postsecondary level. In 2018, during the inaugural year of The Pledge, the average first-year GPA for undergraduate students across more than 900 campuses was 3.15; notably,

AUHSD students attending UC Irvine earned an average GPA of 3.45. In the most recent data available from 2021, the overall average GPA for first-year undergraduate students was 3.25, while AUHSD graduates attending UC Irvine achieved an average GPA of 3.46, reinforcing the District's continued academic excellence. Additional indicators of success include steady improvements in graduation rates and A-G completion across the District. Moreover, retention rates for AUHSD students demonstrate the program's positive impact: for the class of 2022, first-year retention rates at UC Irvine were exceptionally high at 98% for AUHSD students, compared to 91.4% for students overall. Admission rates to UCI for AUHSD students in 2023 were 30%, exceeding the general admission rate of 26%. Similarly, overall college admission rates for AUHSD students reached 91% in 2023, compared to 86.7% for students overall. Transfer rates from Fullerton College and Cypress College also highlight significant successes attributable to The Pledge. For the 2023 cohort, AUHSD students transferring from these institutions achieved a 57% transfer rate to UCI, compared to a 44% overall transfer rate. Transfers to CSUF were even more remarkable, with AUHSD students reaching an 82% transfer rate compared to the overall transfer rate of 36%. These outcomes affirm AUHSD's ongoing dedication to ensuring equitable postsecondary success for all graduates through robust partnerships and targeted academic supports. (Goal/Action: 3.3)

Based on the California Dashboard, the percentage of AUHSD high school graduates classified as "prepared" on the College and Career Indicator is 49.3%, surpassing the statewide average of 45.3%. Although the District is proud of this progress, significant areas for growth remain, especially for English learners (plurilingual students), Hispanic/Latino students, White students, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. Particular attention is needed at Gilbert High School (Continuation), Katella High School, Loara High School, Polaris Independent Study, and Savanna High School. For the 2025-2026 academic year, AUHSD will focus on further strengthening the connections among students' interests, strengths, their individualized six-year plans, course selections, and the master scheduling process. According to the 2025 LCAP survey, 71% of students indicated that they had reviewed their six-year academic plans—a 10% increase from the previous year—and similarly, 70% of parents and families reported reviewing their students' six-year plans. Building upon this strategic planning will improve students' abilities to complete A-G coursework, Career Technical Education (CTE) pathways, earn the Seal of Biliteracy, or participate in Dual Enrollment opportunities, ultimately enhancing overall graduation rates and college and career readiness. Next steps also include implementing a district-wide six-year academic plan using Aeries and eKadence, integrating the student strengths assessment provided by Thrively, and leveraging master scheduling to ensure equitable access for student groups in CTE, World Languages, Visual and Performing Arts (VAPA), and Dual Enrollment programs. (Goal/Action: 1.9)

Schools identified with student groups in the Red category for college and career readiness include:
Gilbert High School: HOM, SWD
Katella High School: EL, SWD
Loara High School: SWD
Polaris Independent Study: HOM, HI

School Climate and Student Belonging
Understanding that students' academic success is closely linked to their perceptions and experiences at school, AUHSD consistently utilizes robust data collection processes to capture students' voices regarding school climate and well-being. Every two years, the District administers the California Healthy Kids Survey, supplemented annually by the LCAP Survey, which had approximately 12,749 student respondents in the 2024-2025 academic year.

The 2024-2025 LCAP Survey reveals positive trends regarding school climate:
90% of students feel accepted at their school for who they are.
82% believe they receive adequate support to succeed in all or most of their classes.
88% report they are cared for and treated with kindness in all or most of their classes.
66% find that classroom learning is relevant to their personal identity.
83% express confidence in their ability to complete difficult academic tasks through perseverance.

Mental Health Awareness and Access to Support Services
To further enhance student well-being, AUHSD maintains a strong commitment to mental health and wellness. The District continuously works to improve school climate by implementing resources such as Capturing Kids' Hearts and engaging restorative justice specialists who support schools in fostering skill development, promoting self-managed classrooms, decreasing disciplinary issues, building positive communities, and facilitating conflict resolution. Each school site is staffed with Licensed Clinical Social Workers (LCSWs), who provide direct student services as well as professional development for staff, students, and families regarding mental health and wellness. The 2024-2025 LCAP survey indicates that 85% of students are aware of how to access mental health support services at their schools, and 89% of parents and guardians report that their students know how to request mental health assistance if needed. (Goal/Action: 3.2)

Student Voice, Engagement, and 5 Cs Integration
Additionally, AUHSD emphasizes the development of student voice and purpose as integral components of their educational experience. Classroom instruction consistently integrates the District's 5Cs (Communication, Collaboration, Creativity, Critical Thinking, and Character & Compassion) alongside the Career Preparedness Systems Framework to improve academic outcomes, enhance student engagement, and promote positive behaviors. AUHSD schools employ Positive Behavioral Intervention and Supports (PBIS), prioritize Multi-Tiered Systems of Support (MTSS), and maintain fully implemented school safety teams. Each high school has designated student ambassadors who lead the Raising Student Voices and Participation (RSVP) Program, empowering students to partner with school administration to effect positive change at their school sites. Through RSVP, students develop leadership, self-advocacy, and civic engagement skills and participate actively in service opportunities. According to the 2024-2025 LCAP survey, students affirmed that their teachers consistently incorporate lessons and activities aligned with the 5Cs, reflected in high agreement rates across categories:

Character & Compassion: 92%
Collaboration: 95%
Communication: 94%
Creativity: 93%
Critical Thinking: 95%

Safe and Inclusive Campuses: School Safety and Wellness Initiatives
Finally, AUHSD places paramount importance on ensuring students, parents, and community members feel safe at school and within the broader community. To strengthen safety measures, the District has added six School Resource Officers (SROs), increased the number of Campus Safety Aides (CSAs) district-wide, expanded the installation of surveillance cameras, two schools will pilot vape sensors in bathrooms, and implemented an anonymous Safety and Wellness web-based reporting platform. Additionally, sustained and collaborative partnerships with city officials have significantly enhanced communication and cooperation between school site safety teams and the broader

community, reinforcing AUHSD's commitment to providing a secure, welcoming, and supportive environment for all stakeholders. (Goal/Action: 3.2)

Reflections on Chronic Absenteeism: Targeted Interventions and Site-Based Systems
Understanding that a safe and supportive school environment significantly impacts student attendance, AUHSD has conducted a close analysis of Chronic Absenteeism data from the 2023-2024 California Dashboard. This analysis reveals that 23.2% of all students district-wide were chronically absent, with notably higher rates among specific student groups, including 50% of foster youth, 41.2% of students experiencing homelessness, 33.9% of students with disabilities, 31.2% of English learners (plurilingual students), 27.3% of Hispanic/Latino students, 27.2% of African American students, 26.3% of Pacific Islander students, 26.2% of socioeconomically disadvantaged students, 22.9% of American Indian students, and 22.2% of White students. The following school sites had one or more subgroups in the Red for Chronic absenteeism: Ball JHS, Brookhurst JHS, Dale JHS, Orangeview JHS, and South JHS To improve attendance the District convened an Attendance Task Force and provided recommendations to all school sites to be implemented this school year. Every school convened an attendance site team to implement and support the recommendations made by the task force. The recommendations that were developed through the Attendance Task Force, include administration responsibilities, teacher responsibilities, classified support, and home visit protocols. The District's Student Support Services worked with site attendance teams, attendance staff, outreach staff, family and community engagement staff, and community schools staff to proactively support improved attendance. Attendance and Chronic absenteeism is also a topic addressed in every task force (Foster Youth, Students with Disabilities, and Plurilingual/English Learner), which meets with the school sites twice per year. (Goal/Action: 3.1)

Districtwide Chronic Absenteeism student groups in red: FY, WH
Schools - Chronic Absenteeism by student groups in red:
Brookhurst Junior High School: All, EL, ELTEL, HOM, SED, SWD, HI, WH
Orangeview Junior High School: All, SED, HI
Dale Junior High School: EL, LTEL, HOM
Walker Junior High School: EL, LTEL
Ball Junior High School: EL, LTEL
Lexington Junior High School: LTEL, SWD
South Junior High School: SWD

The Attendance teams at the sites are led by an administrator and meet monthly to monitor attendance data and trends, identify students to review utilizing the Education Monitoring Team (EMT) process, with multi-tiered approaches to supporting individual students and their families. During these site level meetings the sites develop agendas and create individualized actions and strategies to support the needs of chronically absent students. The challenges in the implementation of site level Attendance teams has been systematizing the practices across all school sites. The District has outreach workers that conduct home visits in efforts to engage parents and families as partners in improving attendance and applying tailored interventions. With a limited number of outreach workers the volume of home visits for chronically absent students were very high. The District is in the process of training Community School Coordinators and additional staff to proactively conduct home visits prior to students becoming chronically absent. The District will also leverage relationships with community partners to offer resources to support students and families in efforts to remove barriers contributing to absenteeism. (Goal/Action: 3.1)

Suspension Rate and Restorative Practices Expansion

In addition to closely monitoring chronic absenteeism, AUHSD carefully examines suspension rates as a critical indicator of student engagement, school climate, and overall student well-being. According to the 2023-2024 California Dashboard data, the District-wide suspension rate is 4.1% (students suspended at least one day), which exceeds the state average of 3.2%. A deeper analysis by student subgroup indicates higher suspension rates among certain student populations, specifically socioeconomically disadvantaged students (4.4%), English learners (6.5%), students with disabilities (5.5%), and foster youth (13.7%). Additional targeted attention will be provided to schools with higher suspension rates, particularly those with student groups identified in the Red indicator category. These schools include Anaheim High School (Homeless), Ball Junior High School (Homeless), Dale Junior High School (Students with Disabilities), John F. Kennedy High School (Homeless), Orangeview Junior High School (English Learners, White students), Savanna High School (English Learners, Students with Disabilities), Sycamore Junior High School (Homeless), and Walker Junior High School (African American/Black students). (Goal/Actions: 3.1, 3.2)

Alternatives to Suspension: The Pathways to Success Program
Recognizing the importance of a supportive rather than punitive approach, AUHSD continues to develop and implement Alternatives to Suspension programs rooted in Restorative Practices. These practices include conflict resolution, peer mediation, and restorative circles, which focus on repairing harm and restoring relationships instead of solely assigning punitive consequences. The strength of AUHSD's Alternatives to Suspension initiative lies in its comprehensive approach to understanding and addressing the root causes of student behavior, fostering accountability, and equipping students with the necessary tools and supports to make meaningful behavioral changes. By emphasizing restorative and supportive measures, AUHSD seeks to reduce repeat incidents, improve student well-being, and cultivate a more positive and inclusive school climate. In the 2023-2024 academic year alone, approximately 1,000 students successfully completed AUHSD's Pathways to Success Program (Alternative to Suspension). Through these intentional, restorative approaches and sustained attention to student engagement and well-being, AUHSD remains firmly committed to building supportive school environments that empower every student to thrive academically, socially, and emotionally (Goal/Action 3.1).

Learning Recovery Emergency Block Grant (LREBG) Status
The Anaheim Union High School District has no unexpended LREBG funds.

Summary of Reflections: Annual Performance
A review of the 2023 California School Dashboard and local data confirms both areas of continued progress and opportunities for focused improvement across AUHSD. While the District has maintained strong performance in graduation rates and college/career readiness overall, significant growth opportunities remain in English Language Arts, mathematics, chronic absenteeism, and suspension—particularly among English learners (plurilingual), foster youth, students experiencing homelessness, socioeconomically disadvantaged students, and students with disabilities. The District has responded with targeted supports aligned to its Career Preparedness Systems Framework (CPSF), including site-based instructional improvement, restorative practices, expanded wellness services, and career-connected learning through AIME. AUHSD's refined MTSS structures, Community Schools approach, and strengthened stakeholder engagement have been key drivers of improvement, and the District remains committed to advancing equity, belonging, and whole-child success for all students.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

As part of AUHSD's Differentiated Assistance (DA) work during the 2024-2025 school year, the District implemented specific LCAP-aligned actions designed to address persistent low performance among identified student groups in ELA, Mathematics, Chronic Absenteeism, and Suspension Rates. These targeted actions included Goal 1: Instructional Equity (Actions 1.1 Professional Learning, 1.2 Effective Instruction, 1.6 English Learners Access and Instruction, and 1.7 Instructional Options) and Goal 3: School Climate & Belonging (Actions 3.1 Improve Attendance and 3.2 Mental Health & SEL). The District's differentiated assistance response shifted from isolated interventions to systemic, equity-driven practices, embedding trauma-informed, whole-child approaches into daily instructional practices, attendance interventions, and professional learning cycles. Site teams used empathy interviews, deep listening protocols, and qualitative data collection, such as Street Data, to inform their planning and real-time adjustments. These efforts promoted systemic coherence, student-centered decision-making, and continuous improvement aligned directly with the districtwide implementation of Actions 1.1, 1.2, 1.6, 1.7, 3.1, and 3.2

AUHSD continues to be eligible for Differentiated Technical Assistance due to persistent low academic indicators in English Language Arts (ELA) and Mathematics, specifically for several student subgroups. Based on the 2023-2024 California Dashboard, the identified subgroups with performance indicators in Red for ELA include English learners (plurilingual students), Long-Term English Learners (LTELs), foster youth, students experiencing homelessness, socioeconomically disadvantaged students, students with disabilities, and Hispanic/Latino students. For Mathematics, student groups identified in Red include English learners, LTELs, students experiencing homelessness, students with disabilities, and Hispanic/Latino students. Additionally, the District continues to address chronic absenteeism for all students and the suspension rates for foster youth.

To strategically address these identified needs for improvement, AUHSD developed and refined targeted goals and actions within the LCAP, including:

Goal 1: Actions 1.1, 1.2, 1.5, 1.6, 1.7, 1.9, and 1.10

Goal 3: Actions 3.1, 3.2, 3.3, and 3.5

These actions specifically aim to improve academic achievement, reduce chronic absenteeism, and lower suspension rates, particularly among foster youth.

The District continues its productive partnership with the Orange County Department of Education (OCDE) to engage in Differentiated Technical Assistance. This collaboration focuses on conducting deep data analyses to identify root causes and develop targeted interventions for identified student groups. This year, AUHSD further strengthened these efforts by participating in a Community of Practice (CoP) around the Street Data approach, which emphasizes gathering qualitative data at the "street level" to authentically capture student, parent, and educator voices. Through the Street Data CoP, AUHSD school site teams participated in systematic data collection activities, including empathy interviews, student shadowing, classroom and school-wide observations, home visits, discipline and case management reviews, community voice circles, and empathy mapping protocols. The purpose of employing Street Data is to better understand and respond to the nuanced needs of students at the margins, moving beyond quantitative data to deeply explore students' sense of identity, belonging, mastery, and efficacy. Site leadership teams identified Equity-Centered Inquiry Questions that directly addressed uncomfortable

truths and sought to shift mindsets around systemic inequities. Teams progressed through an Equity Transformation Cycle, using their Street Data to identify root causes, reimagine potential solutions collaboratively with students, and ultimately implement targeted, equity-focused interventions. The cycle culminated in a Public Learning Symposium held in March 2025, where teams shared their findings, learned collaboratively with peers, and publicly presented actionable plans developed through the co-design process with focal student groups.

As part of our commitment to continuous improvement, AUHSD has actively participated in the Orange County Department of Education's (OCDE) Continuous Improvement and Differentiated Assistance (DA) network during the 2024–2025 school year. District leaders and site administrators attended the Fall Check-In Meeting on September 20, 2024, the DA Data Analysis session on January 23, 2025, and the Root Cause Analysis session on February 18, 2025. Staff also participated in the LCAP and DA Action Planning workshops on March 6 and 13, 2025. In addition, team members engaged in a range of capacity-building opportunities including Inclusive Leadership & UDL on November 14, 2024, Supporting Inclusive Practices on January 21, 2025, UDL and Restorative Practices on February 5, 2025, Marzano Instructional Leadership on February 14, 2025, and Inclusive Literacy training on February 24 and 26, 2025. These sessions have supported our district's data-driven approach to identifying root causes and aligning LCAP actions to student outcomes, especially for our most vulnerable student groups.

Root Cause Analysis Summary
In alignment with AUHSD’s commitment to continuous improvement, the Educational Division convened to engage in a deep root cause analysis focused on student groups identified for differentiated assistance: Foster Youth (suspension and chronic absenteeism) and Hispanic/Latino students (CAASPP ELA, CAASPP Math, and chronic absenteeism). Through a structured collaborative protocol, participants identified systemic, instructional, and relational barriers that may be contributing to outcome disparities. The group utilized a guided "5 Whys" approach to move beyond surface-level assumptions and explore the interconnected factors that perpetuate these challenges. Central themes highlighted meaningful opportunities to further strengthen relationships, provide more personalized and targeted supports, deepen alignment between instruction and students' lived experiences, and enhance systemic policies and practices to comprehensively meet the needs and assets of historically underserved student populations.

Across both student groups, the Root Cause Analysis highlighted key opportunities for continued growth and improvement. AUHSD identified several critical areas that, when strengthened, will significantly enhance student success and well-being:
-Expanding culturally responsive practices: AUHSD is committed to deepening educators' knowledge and application of culturally affirming instructional strategies, ensuring all students feel seen, valued, and respected in their learning environments.
-Strengthening early intervention systems: There is a focused effort underway to enhance proactive support systems, identifying and addressing student needs early, resulting in greater academic success and attendance.
-Fostering trust, connectedness, and belonging: AUHSD continues to build strong relationships with students, families, and communities through intentional outreach, communication, and authentic partnership strategies, creating inclusive environments where every student thrives.
-Enhancing scaffolding for academic rigor and language development: The district is dedicated to providing educators with additional resources, targeted professional development, and instructional frameworks that elevate academic rigor while effectively supporting language acquisition and skill development.
-Cultivating equitable adult mindsets and practices: AUHSD remains deeply engaged in ongoing professional learning aimed at fostering reflective, asset-based mindsets and equitable educational practices among staff, empowering educators to positively impact all student groups.

This proactive and reflective approach ensures AUHSD continually builds upon existing strengths to create supportive, equitable, and high-achieving learning communities district-wide. The insights gained from the Root Cause Analysis will directly inform adjustments to existing actions under Goals 1 and 3 of the LCAP, particularly enhancing instructional practices, refining attendance strategies, expanding restorative practices, and strengthening targeted professional development to ensure equitable and sustainable improvements in student outcomes.

In direct response to the needs identified through the Root Cause Analysis and to deepen the District's commitment to trauma-informed and culturally responsive instructional practices, AUHSD will launch two districtwide professional learning initiatives in 2025–26. The District has partnered with Bowman's Trauma-Informed Training group (Bowman Consulting Proactive Behavior & Trauma-Informed Solutions) to implement a "trainer of trainers" model, beginning with two foundational sessions in July 2025. Day One will focus on teacher leads and social workers, and Day Two will include all social workers, with future sessions planned for additional support staff. This training, titled "Truly Trauma-Informed: Designing Actionable Systems & Practices," will build internal capacity to embed trauma-responsive practices across all campuses. In parallel, culturally responsive teaching professional development will be provided by curriculum specialists, 5Cs Coaches, and CSTLs, who will lead site-based training throughout the year to ensure every school site staff engages in inclusive, identity-affirming instructional practices. These efforts align with Actions 1.1 and 1.2 and directly support AUHSD's broader goals of equity, engagement, and whole-child development.

AUHSD also continues providing targeted support to Additional Targeted Support and Improvement (ATSI) and Comprehensive Support and Improvement (CSI) sites through professional learning and coaching in action research design. Each ATSI and CSI school engages in approximately ten hours of in-person professional learning workshops, complemented by regular virtual check-ins, where teams analyze data, identify root causes, and develop explicit action plans. These site-developed plans articulate the District's Theory of Change, align clearly with school-level visions, specify concrete objectives and responsibilities, and clearly identify resources required for implementation. This structured planning process directly informs the Single Plan for Student Achievement (SPSA), strengthening coherence and alignment with the AUHSD LCAP.

Further strategies to address chronic absenteeism include the district-wide implementation of attendance committees at all school sites, which meet regularly to review data, identify attendance barriers, conduct proactive outreach to families, and provide targeted interventions such as counseling, tutoring, home visits, and flexible scheduling options. To specifically address suspension rates among foster youth, the District deepened its focus on restorative justice practices and trauma-informed care. This includes training staff extensively in restorative practices, conflict resolution strategies, and effective behavioral management techniques, supported by social workers and mental health professionals. The District remains committed to continuous improvement through ongoing monitoring, data collection, and analysis to measure the effectiveness of interventions, professional learning, and curriculum development. Academic performance data, attendance trends, and suspension records for targeted subgroups are regularly reviewed, informing responsive adjustments and refinements.

~Strategic district-wide goals and objectives further amplify AUHSD's commitment to continuous improvement and equitable student outcomes. These include:
~Deepening the Anaheim Collaborative to increase coherence among community partners, reducing fragmentation and enhancing collective impact.
~Expanding the Capstone program to ensure every AUHSD student develops technical and 21st-century skills through authentic Performance Task Assessments.

~Utilizing robust metrics to measure student competencies aligned with the 5Cs (Collaboration, Creativity, Critical Thinking, Communication, and Compassion), and ensuring instructional alignment to prepare students effectively for a global society and economy.
~Increasing student internships by 50% by 2027, providing meaningful, career-connected experiences.
~Building a System of Leading Teachers, fostering professional learning communities for educators to share expertise, collaboratively innovate, and document evidence-based impact.
~Continued development of AI-informed tools in partnership with the broader educational community, supporting transformative teaching and learning practices district-wide.

AUHSD's active participation in Differentiated Technical Assistance, strengthened by the authentic engagement of Street Data methodologies and ongoing collaboration with OCDE, underscores the District's unwavering dedication to equity-driven, student-centered educational improvement. Through deliberate attention to qualitative and quantitative data, targeted professional development, systemic alignment, and meaningful community partnerships, AUHSD is deeply committed to achieving sustainable improvements and equitable outcomes for all students.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

In 2024-2025, the following schools within AUHSD were identified eligible for Comprehensive Support and Improvement (CSI):

Junior High Schools:
Ball Junior High
Dale Junior High
South Junior High

High School:
Gilbert High School (Continuation)

In 2025-2026, South Junior High School continues to be in CSI status.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

The District has and will support the identified school sites in developing their school action plan by implementing a series of professional learning and coaching sessions with the Site Leadership Teams. District-wide needs and assets surveys with disaggregated data by school site will be conducted to provide useful feedback regarding academic achievement, attendance, socioemotional needs of students and

families. This will allow for a deeper understanding of the school context, help facilitate development of a clear strategy, facilitate identification of clear implementation steps, and facilitate creation of a practical action plan to address root causes. The Comprehensive Support and Improvement (CSI) eligible school sites will incorporate this feedback loop to uncover and address resource disparities and implement an action plan.

The school leadership team under the direction of the principal will meet regularly to address the needs of their school and implement their plan. These processes are supported by District Administrators who meet with the identified sites on a regular basis. The school leadership team is further informed by District Task Forces in the areas of English learners (plurilingual), students with disabilities (SWD), foster youth, attendance, and discipline. These task forces recommend evidence-based interventions and best practices for all schools. The school has a dedicated team for these student groups who work to implement these recommendations and inform the leadership team.

For the 2025-26 school year, the District will work closely with the identified schools to conduct a comprehensive needs assessment. This assessment will aim to identify the specific challenges and areas requiring improvement. It will involve gathering data on student performance, school culture, staff capacity, and other relevant factors. The District will use various tools, including the Resource Equity Diagnostic Tool, Theory of Action processes to assess whether there are any resource inequities affecting the school's ability to provide quality education to all students. The District and school leadership team under the direction of the principal will meet regularly and provide guidance on examining budget allocations, access to technology and instructional materials, teacher qualifications, class sizes, and other factors that can impact educational opportunities for different student groups. These practices will assist the school with interpreting the results, and understanding the implications of resource disparities.

If and when any resource inequities are identified through the needs and assets assessment and diagnostic tool, the District will support the school in developing evidence-based interventions to address these inequities. These interventions will focus on providing targeted resources and support to students who need it the most, ensuring equal access to opportunities, and improving teaching and learning conditions.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

AUHSD is committed to effectively monitoring and evaluating the implementation of its LCAP, particularly in regard to supporting student and school improvement. Central to this process are the school site action plans, which serve as comprehensive strategic guides incorporating evidence-based interventions explicitly designed to enhance student outcomes and address existing resource inequities. The District will closely monitor and provide consistent, ongoing support throughout the implementation phase, ensuring school sites effectively execute their respective plans. To ensure the success of Comprehensive Support and Improvement (CSI) plans and achieve equitable distribution of resources, the District will regularly collect and analyze data on the effectiveness of implemented interventions. This ongoing data collection and evaluation process will help the District determine whether resource inequities are decreasing, and adjustments will be promptly made as necessary to maintain continuous improvement.

Additionally, AUHSD will provide robust professional learning and coaching opportunities designed to build the capacity of school leaders and staff. Professional development efforts will focus explicitly on equity-centered practices, detailed data analysis methods, resource allocation

strategies, and effective implementation of evidence-based interventions. The District will support school site teams in developing greater proficiency in recognizing and addressing resource inequities through targeted, data-informed decision-making and continuous improvement efforts. By providing clear guidance, practical tools, and ongoing support, the District aims to empower schools to create more equitable learning environments for all students. District administrators will proactively monitor the implementation of each school site's action plans.

In the first quarter of the 2025-2026 school year, district-level coaching administrators will meet individually with site teams to comprehensively review their Single Plan for Student Achievement (SPSA) and evaluate progress toward their identified goals. These initial review meetings offer opportunities for immediate adjustments to planned activities based on the most current and relevant data available. Additionally, school sites will regularly report progress on their SPSA, as well as specialized action plans targeting English learners (plurilingual students), students with disabilities, and foster youth, to the District twice per year, at the end of each semester. Each site principal will be assigned a dedicated district-level administrator to provide ongoing coaching, additional oversight, and strategic support throughout the school year, ensuring consistent implementation fidelity.

Working collaboratively with the District's Education Division, school site teams will conduct regular, detailed reviews of key data indicators such as student grade distributions, credit completion rates, attendance trends, academic progress measures, student engagement, and participation in intervention opportunities. These critical data points will be analyzed within school leadership team meetings and site-level task force meetings, facilitating informed, collaborative decision-making and effective adjustments to implementation strategies.

AUHSD will ensure CSI funds are strategically allocated toward activities proven effective in driving continuous improvement, including:

Building Capacity: Providing targeted professional learning and coaching to enhance staff skills and leadership capabilities.
1. Collaboration with Educational Partners: Strengthening meaningful partnerships to improve coherence and collective impact.
2. Conducting Needs Assessments and Root Cause Analysis: Engaging in rigorous analysis of quantitative and qualitative data (including Street Data methods) to inform targeted supports.
3. Selecting and Implementing Evidence-Based Interventions: Utilizing research-based strategies aligned to identified needs of student groups.
4. Using Data and Outcomes to Monitor and Evaluate Improvement Efforts: Regularly assessing progress to refine and enhance practices continuously.
5. Reviewing, Identifying, and Addressing Resource Inequities: Systematically examining and addressing disparities to ensure equitable student outcomes.

Through these intentional monitoring, evaluation, and continuous improvement practices, AUHSD is fully committed to creating conditions that foster equitable outcomes, responsive support systems, and meaningful academic progress for every student across the district.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
LCAP Educational Partner Engagement - Surveys (inclusive of students, parents and families, staff, and community partners)	The primary aim of the LCAP survey was to collect comprehensive feedback on the LCAP, its goals, and the school environment. These included school culture, climate, communication, student successess and challenges, instruction, and the level of parent involvement in decision-making processes. The LCAP stakeholder input process began with surveys completed by students, parents and families, staff, and community members beginning in the month of January 2025. Throughout the survey window, the district diligently monitored the participation rates of students, parents, and staff to ensure a wide range of responses. The District received a total of 15,282 responses. Responses received from across the Districts included 12,749 students, 1,432 parents and families, 1,084 staff, and 17 survey responses from community members. The surveys were completed in February 2024, and data was shared and incorporated into the educational partner engagement process, which consisted of five meetings that occurred from January to April 2025. Through the annual LCAP survey, district leaders have heard the voices of tens of thousands of parents, students and staff. Consistency in responses validate AUHSD's ongoing strategic priorities.
LCAP Steering Committee Meetings	Five steering committee meetings were held to oversee the LCAP process, plan engagement meetings, consult with necessary partners, and debrief the findings from the educational partner engagement meetings. The LCAP Steering Committee was comprised of the Assistant Superintendent of Educational Services, the Executive Director of Educational Services and representatives from the

Educational Partner(s)	Process for Engagement
	following groups: directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents/guardians, community members, and representatives from local bargaining units. The LCAP Steering Committee meeting dates were as follows: January 23, February 11, March 4, March 19, April 15.
LCAP Orientation Workshops	One LCAP Parent Orientation Workshop was held for all AUHSD parents and families on January 21, 2025 in partnership with OCCCO (Orange County Congregation Community Organization). One LCAP Student Orientation Workshop was held for all AUHSD students on January 23, 2025 in partnership with AUHSD Student Ambassadors.
LCAP Educational Partner Engagement (inclusive of students, parents and families, community partners, teachers, principals, administrator, and other school personnel)	The district announced the LCAP educational partner engagement process meeting dates through various channels of communication including social media, emails, and the district website. The educational partner engagement process consisted of five meetings held from January through April 2025. Three meetings were conducted in smaller, targeted focus groups, while two were larger, at-large gatherings. All meetings included diverse representation from students, parents and families, staff, and community partners. The District provided transportation/busing and childcare to increase student, parent, and family participation. Participation Numbers are as follows: Total Participants=275 Parents=78 Students=83 Staff (Classified and Certificated)=105 Community Members=9 Four distinct focus groups, aligned with the eight State Priorities, guided the engagement work. Each group reviewed and analyzed LCAP metrics, conducted a needs-gap analysis on the Goals, Actions, State Priorities, and associated metrics, and developed draft recommendations aligned with their assigned State Priority. This year, the focus groups also reviewed the LCAP Planning Tool—which outlines Goals, Actions/Services, State Priorities, metrics, and

Educational Partner(s)	Process for Engagement
	expenditures—and provided feedback to affirm or refine the district's actions and services. Additionally, the Orange County Congregation Community Organization (OCCCO) held five educational partner engagement debrief meetings specifically for parents and caregivers on February 11, February 25, April 1, April 9, and April 29. These sessions created a safe and inclusive space to address lingering questions, clarify details about the LCAP, and facilitate meaningful conversations about the LCAP process and its impact. OCCCO's involvement ensures transparency, inclusion, and collaboration, amplifying voices and insights that may not have been shared in formal meetings, to support equitable educational outcomes.
Greater Anaheim Special Education Local Plan Area (GASELPA)	The Special Youth Services director consulted with the Greater Anaheim SELPA administrator to ensure the LCAP addressed any areas of need particular to students with disabilities. This additional input further informed the recommended actions to be implemented in the LCAP. Consultation dates were January 23, February 11, March 4, March 19, and April 15, 2025.
District English Learner Advisory Committee (DELAC)	The District presentations and input workshops were provided to the DELAC. LCAP orientation and information workshops took place January 21, 2025. Followed by LCAP input meetings on December 3, 2024 and March 4, 2025.
Superintendent's Parent Advisory Committee (SPAC)	District administrators also met separately with the Superintendent's Parent Advisory Committee (SPAC) throughout the year.
Equity Multiplier Educational Partner Input	The District held consultation meetings from members of each school site receiving Equity Multiplier funds on the following dates: December 10, January 8, March 5, and April 24, 2025. Additionally, Gilbert High School (Continuation), Polaris Independent Studies (IS), and Cambridge Virtual Academy (CVA) have taken feedback from their Educational Partner input groups during their Site Leadership Team meetings (SLT), School Site Council (SSC), District Site level meetings, and student interviews. These sites have developed a plan and identified goals and actions to provide evidence-based services in order to help their students obtain higher success rates and maximize student outcomes.

Educational Partner(s)	Process for Engagement
Parents and families of students with exceptional needs (LCAP Focus Group 1, 2, 3, & 4)	During the LCAP Education Partner Engagement process LCAP Focus Groups conducted needs and gap analysis, with close attention paid to unduplicated pupils and additional important student groups such as homeless and students with exceptional needs. Participants in the Focus Groups were parents, including parents and families of students with exceptional needs. Focus groups met on February 6, March 20, and April 3, 2025.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The development of the 2025–2026 Local Control and Accountability Plan (LCAP) was rooted in a robust and inclusive consultation process with education partners across the Anaheim Union High School District. Feedback, ideas, and recommended priorities were gathered through multiple engagement pathways, including an online LCAP survey, interactive Padlet boards, small and large-group focus meetings, and targeted consultations with advisory groups such as the District English Learner Advisory Committee (DELAC). Educational partners engaged in the process included directors, coordinators, principals, assistant principals, counselors, curriculum specialists, teachers, classified staff, students, parents/guardians, community members, and representatives from local bargaining units.

Throughout the year, the district hosted a series of LCAP Educational Partner Engagement Meetings. These sessions were designed to create opportunities for reflection, consensus-building, and collaboration across stakeholder groups. Participants reviewed relevant district and site-level data, including survey and Padlet responses, and worked in small groups to identify and prioritize actions and services aligned to student needs and the district's three LCAP goals. A key feature of this year's process was the use of digital posters, which allowed focus groups to document their top recommendations in real time. These posters were then shared in a whole-group setting to increase transparency and ensure that all voices were heard.

This year's engagement reached a wide cross-section of the district community. A total of 165 parents and families, 249 students, 247 staff members, and 11 community members participated in LCAP focus groups and whole-group sessions. Additional feedback was received through online surveys and Padlets, which remained open throughout the consultation period to capture a broad and evolving range of input.

Survey results reflected strong affirmation of district efforts and also highlighted key opportunities for growth. For example:

92% of both students and parents/families agreed that teachers include the 5Cs in classroom instruction, reinforcing the district's commitment to deeper learning.

85% of students reported that they know where to access mental health support at their school, and 83% expressed confidence in their ability to complete difficult academic tasks.

90% of students shared that they feel accepted at school for who they are, and 84% reported feeling this across all of their classes, suggesting strong foundations for belonging and inclusion.

74% of students participated in extracurricular programs, such as clubs, athletics, arts, and academic competitions. 93% of parents/families noted that these programs had a positive impact on their students.

In terms of communication, 93% of parents/families felt the school makes efforts to keep them informed. Parents cited multiple communication methods from teachers, including email (81%), Aeries (45%), text messages (32%), phone calls (23%), and in-person interactions (13%).

84% of parents/families agreed that parent events, such as Coffee with the Principal, Parent Learning Walks, and informational workshops, were relevant and meaningful.

Input from the March 4, 2025 DELAC consultation was critical in shaping the final plan. DELAC representatives from Gilbert, Polaris, Oxford, Cambridge Virtual Academy, Ball Junior High, Loara High School, Magnolia, and Dale provided site-specific and districtwide recommendations, identifying high-priority actions such as:

-Strengthening English learner (EL) success monitoring and raising reclassification rates.
-Increasing support for newcomer students, including transitional supports and dedicated EL task forces.
-Offering more EL math and language support, especially in non-Title I schools, to ensure equity in access.
-Hosting EL parent conferences and enhancing opportunities for parent engagement in EL programs.
-Supporting students through pedagogical best practices, expanded AVID and enrichment programs, and increased academic interventions for EL students.

These DELAC recommendations were consistent with broader educational partner feedback. Themes that emerged across all engagement efforts included:

-Mental Health and Social Emotional Learning (SEL): Stakeholders consistently emphasized the importance of hiring more mental health professionals (e.g., social workers, counselors) and providing ongoing SEL professional learning for school staff. There was also strong support for expanding programs that help students build resilience, connection, and confidence.
-Academic and Career Support: Parents and students alike requested increased support in meeting A-G requirements, access to dual enrollment and CTE courses, and personalized academic advising. There was a desire to see enhanced academic rigor, expanded tutoring (especially in math), and clearer pathways to college and career.
-Technology Access and Integration: Several focus groups and survey respondents recommended continued investment in educational technology. This included ensuring universal student access to devices and connectivity, while also prioritizing professional learning for teachers on how to effectively integrate digital tools to support learning.
-Equity, Inclusion, and Belonging: Education partners advocated for culturally relevant professional development, increased training on supporting diverse learners, and building inclusive school environments—particularly for English learners, foster youth, low-income students, and students with disabilities. Feedback supported continuing work on initiatives such as the B.E.L.I.E.F. modules, Project LEARN, and EL Shadowing to close opportunity gaps and promote equitable student success.

-Parent Engagement and Leadership: Stakeholders recommended revamping the Parent Leadership Academy to include training, committee participation, and opportunities to present at school events. There were also calls for greater language access, more interpreters, and stronger home-school communication.
-Facilities and Learning Environments: Multiple focus groups emphasized the need for facility repairs, clean and safe environments, and campus modernization efforts to support student well-being and school pride.

As a result of this comprehensive input, all three LCAP goals were retained, with revised actions developed to reflect the top priorities identified. These include:
Action 1.10: Continued efforts to reduce class size, retain teachers, and offer meaningful professional learning that increases student engagement and supports the needs of low-income students, foster youth, and English learners (plurilingual).
Action 3.4: Implementation of a comprehensive facilities plan, including necessary repairs and upgrades, to promote a safe, healthy, and equitable learning environment for all students.
Action 3.6: Sustained investment, as funding permits, in hiring school counselors, social workers, FACES liaisons, and community school coordinators to support the holistic needs of students and families.
Additional support to expand Action 1.6 to align with DELAC recommendations, ensuring that English learner programs, newcomer supports, and parent engagement actions are implemented districtwide and equitably across sites.
Added action: Integrated EL & CTE Instruction: AUHSD will expand collaboration between English Learners (Plurilingual students), CTE teachers and Curriculum Specialists to integrate career-related competencies into English Language Development (ELD) courses, providing English learners (Plurilingual students) opportunities to develop language and workplace readiness skills concurrently.

School sites such as Gilbert HS, Polaris IS, and CVA also contributed through Equity Multiplier input meetings, resulting in site-specific goals and actions that reflect their student populations and unique needs. These site-developed priorities were incorporated into the district LCAP, demonstrating how localized feedback is directly shaping districtwide planning.

The District's English Learner (Plurilingual) Department, Student Youth Services, and Family and Parent Engagement Office have each aligned their efforts with the feedback received. For instance:
-The EL Department is enhancing language acquisition programs, expanding professional development for all teachers, increasing BIA staffing, and organizing culturally responsive workshops for families.
-Student Youth Services is working to appoint special education parent representatives to the GASELPA Community Advisory Committee and provide coordinated care to students experiencing homelessness.
-The Family and Parent Engagement Office is building out a tiered menu of training modules, asynchronous workshops, and multilingual outreach strategies to strengthen school-home partnerships.

Through this layered, inclusive, and intentional engagement process, the adopted 2025–2026 LCAP reflects the values, priorities, and lived experiences of the AUHSD community. The resulting plan includes targeted, equity-driven actions that aim to improve academic outcomes, foster well-being, and create a supportive, inclusive environment where all students can thrive.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Through a Whole Child approach, all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual), will be college, career, and life ready by successfully demonstrating 21st Century Skills, Youth Voice and Purpose, and Technical Skills.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Goal 1 was developed as a broad, foundational goal aligned with AUHSD's Whole Child approach, which seeks to ensure that all students—particularly those who are low-income, foster youth, and English learners (plurilingual)—graduate with the skills, knowledge, and mindset needed to thrive in college, career, and life. The district affirms that 21st-century competencies such as collaboration, creativity, critical thinking, communication, and compassion (the 5 Cs) are essential for postsecondary success, civic participation, and meaningful engagement in an evolving workforce. This goal prioritizes student voice, purpose, and motivation by embedding inclusive instructional practices, performance tasks, and real-world learning into all subject areas. Through Career and Technical Education (CTE) pathways, dual enrollment, mentorship, and internship opportunities, students build both technical and essential skills while exploring diverse career options. However, completion data signals a clear opportunity for continued improvement. Currently, 25.5% of students districtwide complete at least one CTE pathway and meet A–G requirements. This rate is lower among unduplicated students, including English learners (8.4%), long-term English learners (8.5%), socioeconomically disadvantaged students (23.4%), students with disabilities (7.2%), foster youth (5.9%), and students experiencing homelessness (12.5%). To address these gaps, AUHSD invests in a comprehensive professional learning plan that equips educators to deliver culturally responsive, research-based instruction centered on the 5 Cs and tailored to student needs. Instructional materials are reviewed and updated to ensure alignment with standards, student identity, and accessibility for all learners. Strategic investments in technology—such as internet access, devices, and digital learning tools—further support learning continuity, especially for low-income students and foster youth.

The Career Preparedness Systems Framework (CPSF) is central to Goal 1. This framework integrates academic, technical, and social-emotional competencies and guides implementation of site-based Capstone programs. Capstones are comprsied of performance task assessments that allow students to reflect on their purpose, demonstrate mastery, and engage with authentic audiences. Each site adapts its Capstone program to reflect its school community and student goals. Student voice and co-creation are embedded throughout AUHSD's instructional model. Through the Raising Student Voices and Participation (RSVP) program, student surveys, and Capstone presentations, students contribute meaningfully to classroom design, master scheduling, and advisory planning. AUHSD's Community Schools model

further supports the implementation of Goal 1 by aligning wellness services, family engagement, and academic supports at each site. Wraparound resources such as mental health counseling, college and career readiness tools, and family-centered outreach help ensure students are supported both in and out of the classroom. A diverse and engaging course of study—including CTE, Visual and Performing Arts (VAPA), Advanced Placement (AP), World Languages, and Dual Enrollment—is offered to meet students where they are and prepare them for multiple postsecondary pathways. Access is expanded through targeted supports for English learners (plurilingual students) and other historically underserved student groups, ensuring that all students can find purpose and direction in their learning. AUHSD monitors the effectiveness of Goal 1 through multiple indicators, including graduation rates, A–G completion, and College and Career Readiness. The number of students earning the Seal of Biliteracy and the Seal of Civic Engagement also serves as evidence of readiness and engagement. These metrics guide the district's continuous improvement efforts and reflect its unwavering commitment to preparing every student for success beyond high school.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Graduation Rate	C/O 2023 (2022-2023 SY) District- 91.00% SED- 90.2% EL- 79.5% SWD- 76.1% FY- 77.8% 2022-23 School and subgroups in the Red for Graduation rate: Gilbert HS C/O 2023 All students - 64.1% EL - 61.6% SED - 64.4% SWD - 66.7% Homeless - 58.9% Hispanic/Latino - 63.9%	C/O 2024 (2023-2024 SY) District- 93.2% SED- 93.2% EL- 84.7% LTEL- 86.3% SWD- 80.7% FY- 93.3% No students are in the Red for Graduation Rate districtwide. Gilbert HS C/O 2024 All students- 80% EL- 78.3% LTEL- 77.9% SED- 80.2% SWD- 84.2% Homeless- 81%		District- 95% SED- 95% EL- 88% LTEL- 89% SWD- 83% FY- 95% School and subgroups in the Red for Graduation rate; Gilbert HS All students - 83% EL - 83% LTEL- 83% SED - 83% SWD - 83% Homeless - 83% Hispanic/Latino - 83%	District- 2.2% SED- 3% EL- 5.2% LTEL-NA SWD- 4.6% FY- 15.5% No students are in the Red for Graduation Rate districtwide. Gilbert HS All students- 15.9% EL- 16.7% LTEL- NA SED- 15.8% SWD- 17.5% Homeless- 22.1% Hispanic/Latino- 16.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic/Latino- 80.1%			
1.2	A-G Completion	C/O 2023 District- 54.3% SED- 50.2% EL- 21.6% SWD- 22.4% FY- 26.2%	C/O 2024 District- 54.4% SED- 50.5% EL- 25.4% SWD- 17.5% FY- 16.7%		District- 57% SED- 53% EL- 28% SWD- 20% FY- 19%	District- 3.7% SED- 0.3% EL- 3.8% SWD- (4.9%) FY- (9.5%)
1.3	Teachers are appropriately assigned	Less than 1% of teachers are misassigned	Less than 1% of teachers are misassigned		Less than 1% of teachers are misassigned	No difference from baseline
1.4	Teachers are fully credentialed	2023-24 Less than .5% of teachers lack full credential including EL authorization	2024-25 Less than .5% of teachers lack full credential including EL authorization		Less than .5% of teachers lack full credential including EL authorization	No difference from baseline
1.5	Students have sufficient access to standards-aligned instructional materials	2023-24 100% of students have access to standards-aligned materials	2024-25 100% of students have access to standards-aligned materials		100% of students have access to standards-aligned materials	No difference from baseline
1.6	State adopted academic and performance standards are implemented	2023-24 100% of academic and content and performance standards are implemented	2024-25 100% of academic and content and performance standards are implemented		100% of academic and content and performance standards are implemented	No difference from baseline
1.7	CAASPP ELA results	2022-23 District- 42.64% Exceeded/Standard Met	2023-24		District- 45% Exceeded/Standard Met	District- no difference from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 35.25% EL- 4.25% LTEL- 2.88% SWD- 10.3% FY- 34.21% Homeless- 21.95% Hispanic/Latino- 32.07%	District- 42.64% Exceeded/Standard Met SED- 35.85% EL- 4.67% LTEL- 3% SWD- 9.76% FY- 23.08% Homeless- 23.06% Hispanic/Latino- 31.44%		SED- 38% EL- 8% LTEL- 6% SWD- 13% FY- 26% Homeless- 26% Hispanic/Latino- 34%	SED- 0.6% EL- 0.42% LTEL- 0.12% SWD- (0.54%) FY- (11.13%) Homeless- (1.11%) Hispanic/Latino- (0.63%)
1.8	CAASPP Math results	2022-23 District- 23.96% Exceeded/Standard Met SED- 16.42% EL- 1.96% LTEL- .65% SWD- 3.46 % FY- 5.4% Homeless- 10.10% Hispanic/Latino- 12.26%	2023-24 District- 24.6% Exceeded/Standard Met SED- 17.51% EL- 2.73% LTEL- .84% SWD- 3.13% FY- 13.89% Homeless- 11.09% Hispanic/Latino- 12.54%		District- 30% Exceeded/Standard Met SED- 20% EL- 6% LTEL- 3% SWD- 6% FY- 17% Homeless- 14% Hispanic/Latino- 16%	District- 0.64% SED- 1.09% EL- 0.77% LTEL- 0.19% SWD- (0.33%) FY- 8.49% Homeless- 0.99% Hispanic/Latino- 0.28%
1.9	CAASPP ELA results for schools with a Red indicator	2022-23 District - 42.64% met or exceeded standard Junior High Schools: Ball JHS- 24.77% EL- 3.48% Hispanic/Latino- 21.15%	2023-24 District - 42.64% met or exceeded standard Junior High Schools: Ball JHS- 18.35% EL- 1.42%		District - 48% met or exceeded standard Junior High Schools: Ball JHS- 21% EL- 4%	Junior High Schools Ball JHS Overall – (6.42%) EL – (2.06%) Hispanic/Latino – (6.39%) Brookhurst JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Brookhurst JHS- 29.73% EL- 0.75% Dale JHS- 24.41% EL- 4.37% Homeless- 16.66% SED- 23.70% SWD- 6.21% Hispanic/Latino- 20.51% Orangeview JHS- 29.31% EL- 4.73% Homeless- 20.93% SWD- 11.58% South JHS- 22.16% EL- 0.72% Homeless- 9.76% SED- 21.13% SWD- 3.05% Hispanic/Latino- 21.11% White- 17.07% Sycamore JHS- 17.68% EL- 0.82% Walker JHS- 52.34% SWD- 13.96% High Schools: Anaheim HS- 41.23%	Hispanic/Latino- 14.76% Brookhurst JHS- 24.59% EL- 3.73% Dale JHS- 33.86% EL- 26.4% Homeless- 24.32% SED- 31.95% SWD- 10.42% Hispanic/Latino- 29.7% Orangeview JHS- 30.73% EL- 8.8% Homeless- 23.52% SWD- 4.76% South JHS- 20.99% EL- 0.96% Homeless- SED- 19.51% SWD- 5.63% Hispanic/Latino19. 79% White- 25% Sycamore JHS17.95% EL- 1.01% Hispanic/Latino- 16.43%		Hispanic/Latino- 17% Brookhurst JHS- 35% EL- 5% Dale JHS- 36% EL- 29% Homeless- 27% SED- 34% SWD- 14% Hispanic/Latino- 33% Orangeview JHS- 35% EL- 11% Homeless- 26% SWD- 8% South JHS- 27% EL- 5% Homeless- 15% SED- 25% SWD- 8% Hispanic/Latino- 26% White- 22% Sycamore JHS- 22% EL- 5% Hispanic/Latino- 19% Walker JHS- 48%	Overall – (5.14%) EL – 2.98% Dale JHS- 9.45% EL- 22.03% Homeless- 7.66% SED- 8.25% SWD- 4.21% Hispanic/Latino- 8.6% Orangeview JHS- 1.42% EL- 4.07% Homeless- 2.59% SWD- (6.82%) South JHS Overall – (1.17%) EL – 0.24% SED – (1.62%) Hispanic/Latino – (1.32%) Sycamore JHS Overall – 0.27% EL – 0.19% Hispanic/Latino – No baseline available Walker- (5.9) SWD- (1.22) High Schools:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 4.61% SWD- 14.47% J. F. Kennedy HS- 72.65% EL- 12.00% SWD- 25.86% Katella HS- 46.16% EL- 7.46% SWD- 11.27% Loara HS- 34.63% EL- 5.19% SED- 33.96% Hispanic/Latino- 30.31% Magnolia HS- 45.34% EL- 6.96% Polaris IS- 38.2% SED- 32.20% Hispanic/Latino- 32.11% Savanna HS- 46.04% EL- 5.48% Western HS- 44.06% EL- 11.02% SWD- 15.09%	Walker JHS- 46.44% SWD- 12.74% High Schools: Anaheim HS- 41.06% EL- 9.94% SWD- 12.94% J. F. Kennedy HS- 71.37% EL- 12.5% SWD- 23.4% Katella HS- 45.81% EL- 8.47% SWD- 10.61% Loara HS- 39.24% EL- 4.85% SED- 39.64% Hispanic/Latino- 33.66% Magnolia HS- 52.18% EL- 5.15% SWD- 17.64% Polaris- 35.5% SED- 31.94% Hispanic/Latino- 29.55%		SWD- 16% High Schools: Anaheim HS- 44% EL- 13% SWD- 16% J. F. Kennedy HS- 74% EL- 16% SWD- 27% Katella HS- 50% EL- 12% SWD- 16% Loara HS- 43% EL- 9% SED- 43% Hispanic/Latino- 36% Magnolia HS- 55% EL- 8% SWD- 20% Polaris IS- 39% SED- 35% Hispanic/Latino- 33% Savanna HS- 49% EL- 9% Western HS- 49% EL- 16%	Anaheim HS- Overall- (0.17%) EL- 5.33% SWD- (1.53%) J. F. Kennedy HS Overall – (1.28%) EL- .5% SWD – (2.46%) Katella HS Overall – (0.35%) EL – 1.01% SWD – (0.66%) Loara HS Overall- 4.61% EL- (0.34%) SED- 5.68% Hispanic/Latino- 3.35% Magnolia HS Overall – 6.84% EL – (1.81%) SWD – No baseline available Savanna HS Overall- (1.43) EL- 1.45% Polaris IS Overall- (2.7%) SED- (0.26%) Hispanic/Latino- (2.56%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Savanna HS- 44.61% EL- 6.93% Western HS- 46.09% EL- 8.16% SWD- 9.09% Gilbert HS - 6.98% EL - 1.75% Hispanic/Latino- 6.09% SED - 7.44% SWD - 0.00%		SWD- 20% Gilbert HS-10% EL-5% Hispanic/Latino- 9% SED-10% SWD-3%	Western HS Overall – 2.03% EL – (2.86%) SWD – (6.00%) Gilbert HS No baseline available
1.10	CAASPP Math results for schools with a Red indicator	2022-23 District- 23.96% Exceeded/Standard Met Junior High Schools: Ball JHS- 8% EL- 0.35% SED- 7.11% Hispanic/Latino- 5.32% Brookhurst JHS- 16.78% EL- 0.72% Dale JHS- 14.49% EL- 2.03% SED- 13.85% SWD- 0.00%	2023-24 District- 24.6% Exceeded/Standard Met Junior High Schools: Ball JHS- 6.4% Exceeded/Standard Met EL- 0.36% SED- 5.72% SWD- 0.00% Hispanic/Latino- 5.32% Brookhurst JHS- 13.2% EL- 1.45%		District- 30% Exceeded/Standard Met Junior High Schools: Ball JHS- 13% EL- 5% SED- 12% SWD- 3% Hispanic/Latino- 10% Brookhurst JHS- 16% EL- 4% Dale JHS- 23% EL- 7%	District Overall – 0.64% Ball JHS Overall – (1.6%) EL – 0.01% SED – (1.39%) SWD – No baseline available Hispanic/Latino – 0.00% White – No baseline available Brookhurst JHS Overall – (3.58%) EL – 0.73% SED – No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic/Latino- 10.55% White- 18.37% Orangeview JHS- 15.84% EL- 1.31% Homeless- 13.64% SED- 14.58% Hispanic/Latino- 13.03% White- 24.39% South JHS- 8.04% EL- 0.48% SED- 7.03% SWD- 1.22% Hispanic/Latino- 7.95% White- 9.76% Sycamore JHS- 5.76% EL- 0.20% Homeless- 2.13% SED- 5.15% SWD- 0.54% Hispanic/Latino- 5.30% Walker JHS- 30.86% EL- 4.11% SWD- 3.41% Hispanic/Latino- 16.87% High Schools: Anaheim HS- 9.25%	Dale JHS- 20.27% EL- 4.06% SED- 18.55% SWD- 3.45% Hispanic/Latino- 15.42% White- 27.58% Orangeview JHS- 14.93% EL- 5.23% Homeless- 12.5% SED- 12.8% Hispanic/Latino- 12.26% SWD- 2.91% White- 25% South JHS- 8.04% EL- 0.00% SED- 7.37% SWD- 0.71% Hispanic/Latino- 7.38% White- 9.76% Sycamore JHS- 5.72% EL- 0.25% Homeless- 5.88% SED- 5.07% Hispanic/Latino- 4.91% Walker JHS- 32.15%		SED- 22% SWD- 5% Hispanic/Latino- 18% White- 31% Orangeview JHS- 18% EL- 8% Homeless- 16% SED- 16% Hispanic/Latino- 15% SWD- 6% White- 28% South JHS- 13% EL- 3% SED- 12% SWD- 3% Hispanic/Latino- 12% White- 14% Sycamore JHS- 11% EL- 5% Homeless- 7% SED- 10% SWD- 5% Hispanic/Latino- 10% Walker JHS- 35% EL- 11% SWD- 8%	SWD – No baseline available Hispanic/Latino – No baseline available Dale JHS Overall- 5.78% EL- 2.03% SED- 4.7% SWD- 3.45% Hispanic/Latino- 4.87% White- 9.21% Orangeview JHS Overall – (0.91%) EL – 3.92% Homeless- (1.14%) SED – (1.78%) Hispanic/Latino- (0.77%) SWD – No baseline available White- (0.61%) South JHS Overall – 0.00% EL – (0.48%) SED – 0.34% SWD – (0.51%) Hispanic/Latino – (0.57%) White – 0.00% Sycamore JHS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 0.61% SED- 8.37% SWD- 0.00% Hispanic/Latino- 8.23% Cypress HS- 48.82% SWD-10.64% Gilbert HS- 1.04% EL- 0.00% J.F. Kennedy HS- 39.63% EL- 4.00% Katella HS- 11.20% EL- 4.23% SWD- 2.82% Hispanic/Latino- 9.16% Loara HS- 13.81% EL- 0.00% SED- 13.27% Hispanic/Latino- 9.03% Polaris IS- 9.42% SED- 5.46% Hispanic/Latino- 5.82% Savanna HS- 13.5% EL- 1.37% SED- 11.90% SWD- 0.00% Hispanic/Latino- 11.42%	EL- 9.1% SWD- 5.88% Hispanic/Latino- 19.5% High Schools: Anaheim HS- 11.72% EL- 2.05% SED- 10.67% SWD- 0.00% Hispanic/Latino- 10.18% Cypress HS- 49.77% SWD- 8.11% Gilbert HS- 0.00% EL- 0.00% SED- 0.00% SWD- 0.00% Hispanic/Latino- 0.00% J.F. Kennedy HS- 46.12% EL- 6.06% SWD- 8.51% Katella HS- 12.5% EL- 1.71% SED- 10.92% SWD- 0.00% Hispanic/Latino- 10.47%		Hispanic/Latino- 21% High Schools: Anaheim HS- 14% EL- 5% SED- 13% SWD- 3% Hispanic/Latino- 13% Cypress HS- 53% SWD-11% Gilbert HS- 6% EL- 5% SED- 3% SWD- 3% Hispanic/Latino- 3% J.F. Kennedy HS- 44% EL- 9% SWD- 9% Katella HS- 16% EL- 3% SED-14% SWD- 3% Hispanic/Latino- 14% Loara HS- 14% EL- 4%	Overall – (0.04%) EL – 0.05% Homeless – 3.75% SED – (0.08%) SWD – No new data available Hispanic/Latino – (0.39%) Walker JHS Overall – 1.29% EL – 4.99% SWD – 2.47% Hispanic/Latino – 2.63% Anaheim HS Overall- 2.47% EL- 1.44% SED- 2.3% SWD- 0.00% Hispanic/Latino- 1.95% Cypress HS Overall- 0.95% SWD- (2.53%) Gilbert HS Overall – (1.04%) EL – 0.00% SED – No baseline available SWD – No baseline available

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Loara HS- 9.78% EL- 0.97% SED- 9.29% SWD- 0.00% Hispanic/Latino- 5.48% Polaris IS- 4.27% EL- 0.00% SED- 2.88% Hispanic/Latino- 1.56% Savanna HS- 10.69% EL- 2.02% SED- 9.8% SWD- 0.00% Hispanic/Latino- 8.28%		SED- 13% SWD- 3% Hispanic/Latino- 10% Polaris IS- 7% EL- 3% SED- 6% Hispanic/Latino- 10% Savanna HS- 19% EL- 6% SED- 16% SWD- 5% Hispanic/Latino- 16%	Hispanic/Latino – No baseline available J.F. Kennedy HS Overall – 6.49% SWD – No baseline available EL – (2.06%) Katella HS Overall – 1.30% EL- (2.52) SED – No baseline available SWD – (2.82%) Hispanic/Latino – 1.31% Loara HS Overall – (4.03%) EL – 0.97% SED – (3.98%) SWD – No baseline available Hispanic/Latino – (3.55%) Polaris IS Overall – (5.15%) EL – No baseline available SED – (2.58%) Hispanic/Latino – (4.26%) Savanna HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Overall – (2.81%) EL – 0.65% SED – (2.10%) SWD – 0.00% Hispanic/Latino – (3.14%)
1.11	Percentage of AP exams passed with "3" or higher	2022-23 57%	2023-24 68.4% SED- 61.2% SWD- 44.2% EL- 47% FY- 35.7%		60% SED-36% SWD-47% EL-50% FY-38%	7% increase No baseline for student groups was provided in 2022-23. It is provided for 2023-24 and will be provided for 2024-25.
1.12	LCAP Survey - 5 Cs Implementation in District Classrooms	2024 LCAP Staff survey- 93% are committed to implementing the 5 Cs 2024 LCAP Student survey- 93% state the 5 Cs are incorporated in the classes ~Character & Compassion - 92% ~Collaboration - 95% ~Communication - 94% ~Creativity - 91% ~Critical Thinking - 95%	2024-25 LCAP Staff survey- 95% are committed to implementing the 5 Cs 2024-25 LCAP Student survey- 95% state the 5 Cs are incorporated in the classes ~Character & Compassion - 92% ~Collaboration - 95% ~Communication - 94% ~Creativity - 93%		LCAP Staff survey- 96% are committed to implementing the 5 Cs LCAP Student survey- 96% state the 5 Cs are incorporated in their classes ~Character & Compassion - 95% ~Collaboration - 98% ~Communication - 97% ~Creativity - 94%	2% increase in LCAP Staff survey committed to implementing the 5% LCAP Student survey- 3% increase in 5 Cs are incorporated in the classes ~Character & Compassion - no difference ~Collaboration - no difference ~Communication - no difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			~Critical Thinking - 95%		~Critical Thinking - 98%	~Creativity - 2% increase ~Critical Thinking - no difference
1.13	Access to a broad course of study- Percentage of students enrolled in VAPA courses	2023-24 (Fall) 46.41% 2023-24 (Fall & Spring) 56.96%	District- 28.9% EL- 31.3% SED- 26.3% SWD- 39.1% FY- 30.7%		60% EL-33% SED-29% SWD-42% FY-33%	Data from 2 different sources No baseline for student groups was provided in 2022-23. It is provided for 2023-24 and 2024-25.
1.14	Access to a broad course of study- Percentage of students enrolled in CTE courses	Fall 2023-24 57.46% 22-23 District- 31.9% EL- 25.9% SED- 29.6% SWD- 29.7% FY- 30.2%	Fall 2024-25 57.8% 23-24 District- 31.8% EL- 26.2% SED- 28% SWD- 30.4% FY- 23.3%		65% District-35% EL- 30% SED- 34% SWD- 34% FY- 30%	0.34% increase District- (0.1%) EL- 0.3% SED- (1.6%) SWD- 0.7% FY- (6.9%)
1.15	Access to a broad course of study- Percentage of students enrolled in world language courses	Fall 2023-24 32% 22-23 District- 42.9% EL- 35.6% SED- 41.7% SWD- 20.7% FY- 33.3%	Fall 2024-25 45.2% 23-24 District- 41.5% EL- 35.6% SED- 37.4% SWD- 22.1% FY- 25.9%		48% District- 45% EL-40% SED-40% SWD-30% FY-30%	13.2% increase District- (1.4%) EL- 0.00% SED- (4.3%) SWD- (1.4%) FY- (7.4%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.16	Seal of Biliteracy	C/O 2023 1083 students earned the Seal of Biliteracy	C/O 2024 1,083 students earned the Seal of Biliteracy		1500 students earned the Seal of Biliteracy	no difference from baseline
1.17	Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement	C/O 2024 2735 students earned the Seal of Civic Engagement		3100 students earned the Seal of Civic Engagement	No difference from baseline
1.18	Percentage of EL students who make progress as measured by the ELPAC (ELPI)	2022-23 District- 41.7% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 37.3% Brookhurst JHS- 37.1% South JHS- 37.3% Walker JHS- 31.3% High Schools: Cypress HS- 44.7% Kennedy HS- 40.2%	2023-24 District- 37.5% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 48.9% Brookhurst JHS- 47.4% Orangeview JHS- 37.5% South JHS- 34.1% Sycamore JHS- 32.3% Walker JHS- 51.8% High Schools: Anaheim- 39.9% Cypress HS- 44.7% Katella HS-30%		District- 47% making progress Schools with a Red indicator: Junior High Schools: Ball JHS- 42% Brookhurst JHS- 42% Orangeview JHS- 40% South JHS- 42% Sycamore JHS- 35% Walker JHS- 36% High Schools: Anaheim HS- 43% Cypress HS- 50% Katella HS- 33% Kennedy HS- 45% Loara HS- 41% Western HS- 39%	District Overall – (4.2%) Junior High Schools: Ball JHS- 11.6% Brookhurst JHS- 10.3% Orangeview JHS- no baseline South JHS- (3.2%) Sycamore JHS- no baseline Walker JHS- 20.5% High Schools: Anaheim HS- no baseline Cypress HS – 0.0% Katella HS- no baseline Kennedy HS- 14.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Kennedy HS- 54.6% Loara HS- 37.5% Western HS- 35.6% Polaris IS- 18.8% Gilbert HS- 13.9%		Polaris IS- 21% Gilbert HS- 17%	Loara HS- no baseline Western HS- no baseline Polaris IS- no baseline Gilbert HS- no baseline
1.19	Percentage of EL students who score Level 4 on ELPAC	2022-23 All English Learners (EL) - 14.20% Long-term English Learners (LTEL) - 12.18%	2023-24 All English Learners (EL) - 12.85% Long-term English Learners (LTEL) - 12.18%		All ELs - 18% LTELs - 16%	EL- (1.35%) LTELs- no difference from baseline
1.20	EL reclassification rate	2022-23 10.6% 2023-24 12.6%	2023-24 13.5%		14%	2.9% increase
1.21	D/F rates	Fall 2023- 16.9% of all grades were D/F	Fall 2024- 15.7% of all grades were D/F		12%	1.2% decrease
1.22	Graduates enrolled in post-secondary options	C/O 2023 67.98% of graduates enroll in fall immediately after graduation	C/O 2024 68.08% of graduates enroll in fall immediately after graduation		75% of graduates enroll in fall immediately after graduation 50% enroll in 2 year colleges	Fall Immediately After Graduation – 68.08% (+0.10%) 2-Year Colleges – 42.5% (No change)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges	42.5% enroll in 2 year colleges 25.48% enroll in 4 year colleges		28% enroll in 4 year colleges	4-Year Colleges – 25.48% (No change)
1.23	Students completing dual enrollment courses (1.29 shows breakdown by student group)	2022-23 completion Duplicated students: Cypress College-1345 Fullerton College- 600 Unduplicated students: Cypress College-2689 Fullerton College-1071	2023-24 Percentage of students enrolled in Dual Enrollment courses - 16.5% Duplicated students: Cypress College-2,410 Fullerton College-677 Unduplicated students: Cypress College-2,381 Fullerton College-658		Percentage of students enrolled in Dual Enrollment courses - 20% Duplicated students: Cypress College-2300 Fullerton College-1000 Unduplicated students: Cypress College-2800 Fullerton College-1100	Cypress College Duplicated – 1,065 increase Unduplicated – (308) Fullerton College Duplicated – 77 increase Unduplicated – (413) Note: The 2023–24 overall dual enrollment percentage is 16.5%, but no baseline percentage was provided for comparison.
1.24	Percentage of students who have completed at least one CTE Pathway	C/O 2022-23 District- 21.08% SED- 21.04% EL- 11.58% SWD- 17.9% FY- 11.94%	C/O 2023-24 District- 25% SED- 23% EL- 19% SWD- 19% FY- 19%		District- 25% SED- 25% EL- 15% SWD- 20% FY- 15%	District – 3.92% SED – 1.96% EL – 7.42% SWD – 1.10% FY – 7.06%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.25	Percentage of students who demonstrate college preparedness pursuant to the Early Assessment Program (EAP) or any subsequent assessment of college preparedness	ELA- 42.64% met or exceeded standard (2022-23) Math- 24% met or exceeded standard (2022-23)	ELA- 47.04% met or exceeded standard (2023-24) Math- 35.54% met or exceeded standard (2023-24)		ELA- 48% met or exceeded standard Math- 30% met or exceeded standard	ELA- 4.4% Math- 11.54%
1.26	Access to technological resources	100% of families that requested technology received them. 23,631 active students have a Chromebook and/or laptop checked out 650 Hotspots checked out to students for internet connectivity	100% of families that requested technology received them. 25,286 active students have a Chromebook and/or laptop checked out 466 Hotspots checked out to students for internet connectivity Hotspots: Unduplicated Distribution Student Count: English Learners- 32.2% McKinney Vento- 25%		100% of families that request technology receive them. 23,631 active students have a Chromebook and/or laptop checked out 650 Hotspots checked out to students for internet connectivity	No difference from baseline 1,655 increase in Chromebook checkout (184) decrease in Hotspots checkout

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Socio Economically Disadvantaged- 90.1% Foster Youth- 6.10% Students With Disabilities- 10.7%			
1.27	College/Career Readiness (CCI)	C/O 2022-23 % prepared District- 46% SED- 42.3% EL- 12.3% SWD- 13.2% FY- 17% Schools with a student group in red: Gilbert HS- 2.6% EL- .8% Homeless- 2.3% SED- 2.7% SWD- 3.2% Hispanic/Latino- 1.1% White- 9.7% Katella HS SWD- 8.1% Magnolia HS SWD- 7.3% Polaris IS	C/O 2023-24 % prepared District- 49.3% SED- 45.9% EL- 16.7% SWD- 13.2% FY- 17.8% Schools with a student group in red: Gilbert HS- 6.4% EL- 6.9% Homeless- 4.5% SED- 6.5% SWD- 2% Hispanic/Latino- 6.9% White- no performance color Katella HS EL-9.8% SWD- 9.2%		District- 51% SED- 47% EL- 17% SWD- 18% FY- 22% Schools with a student group in red: Gilbert HS- 7% EL- 5% Homeless- 7% SED- 7% SWD- 7% Hispanic/Latino- 7% White- 15% Katella HS EL- 13% SWD- 13% Loara HS SWD- 13% Magnolia HS	District-Level (C/O) District – 3.3% SED – 3.6% EL – 4.4% SWD – 0.0% FY – 0.8% Schools with a Student Group in red: Gilbert HS Overall – 3.8% EL- 6.1% Homeless – 2.2% SED- 3.8% SWD – (1.2%) Hispanic/Latino- 5.8% White- 9.7% Katella HS EL- no baseline SWD – 1.1% Loara HS

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		EL- 0% Homeless- 7.3% Hispanic/Latino- 9.2% Savanna HS EL- 6.6% SWD- 6.1%	Loara HS SWD- 9.8% Magnolia HS SWD- 10.9% Polaris IS EL- 3.5% Homeless- 6.8% Hispanic/Latino- 8.7% Savanna HS EL- 18.8% SWD- 11.6%		SWD- 13% Polaris IS EL- 5% Homeless- 12% Hispanic/Latino- 14% Savanna HS EL- 11% SWD- 11%	SWD- no baseline Magnolia HS SWD- 3.6% Polaris IS EL- no baseline Homeless – (0.5%) Hispanic/Latino – (0.5%) Savanna HS EL- 12.2% SWD- (5.5%)
1.28	Advanced Placement Enrollment	22-23 District- 14.9% EL-2.6% SED-13.3% SWD-1.6% FY-3.7%	23-24 District- 15.2% EL- 2.3% SED- 12.5% SWD-1.4% FY- 6.9%		District-18% EL- 10% SED- 15% SWD- 10% FY- 10%	District- 0.3% EL- (0.3%) SED- (0.8%) SWD- (0.2%) FY- 3.2%
1.29	Dual Enrollment (DE) Enrollment	22-23 District- 6.9% EL- 1.7% SED- 6.3% SWD- 1.8% FY- 2.6%	23-24 District- 7.4% EL- 1.6% SED- 6.0% SWD- 1.4% FY- 1.6%		District- 11% EL-5% SED-10% SWD-5% FY-5%	District- 0.5% EL- (0.1%) SED- (0.3%) SWD- (0.4%) FY- (1%)
1.30	Advancement Via Individual Determination (AVID) Enrollment	New metric for 25-26	23-24 District- 5.7% EL- 5.3%		District- 10% EL- 10% SED- 10% SWD- 7%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED- 5.5% SWD- 2.4% FY- 3.7%		FY- 7%	
1.31	Puente Project (PUENTE) Enrollment	New metric for 25-26	23-24 District- 1.6% EL- 1.0% SED- 1.5% SWD- 0.3% FY- 1.1%		District- 5% EL- 5% SED- 5% SWD- 3% FY-3%	NA
1.32	International Baccalaureate (IB) Enrollment	New metric for 25-26	23-24 District- 0.5% EL- 0.0% SED- 0.5% SWD- 0.0% FY- 0.0%		District- 1% EL- 0.3% SED- 0.8% SWD- 0.3% FY- 0.3%	NA
1.33	Dual Language Immersion (DLI) Enrollment	New metric for 25-26	23-24 District- 1.8% EL- 1.7% SED- 1.7% SWD- 0.5% FY- 0.5%		District- 5% EL- 3% SED- 3% SWD- 3% FY- 3%	NA
1.34	LCAP Student Survey - AIME (Anaheim's Innovative Mentor Experience)	New metric for 25-26	23-24 LCAP Student Survey Question: I have explored potential careers through AIME and/or Work Based Learning.		District- 80% SED- 75% SWD- 75% EL- 80% FY-65%	NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			District- 78% SED-69% SWD-70% EL- 75% FY- 59%			
1.35	AIME (Anaheim's Innovative Mentor Experience) Participation Count by Tier (total number of unduplicated students participating in each Tier)	New metric for 25-26	2023-2024 Tier 1: Career Exploration District-2,984 EL-481 SED-2,583 SWD-302 FY-unavailable Tier 2: Career Mentoring Series District-345 EL- 25 SED- 275 SWD- 23 FY-unavailable Tier 3: Professional Internships (Fall, Spring, and Summer) District-276 EL-8 SED-181 SWD-11 FY-unavailable		Tier 1: Career Exploration District-3,000 EL-500 SED-2,700 SWD-350 FY-50 Tier 2: Career Mentoring Series District-375 EL- 50 SED- 300 SWD- 30 FY-50 Tier 3: Professional Internships (Fall, Spring, and Summer) District-300 EL-30 SED-200 SWD-20 FY-20	NA

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Substantive Differences and Implementation Highlights:
Most planned actions were implemented as designed. However, several areas of implementation yielded results that exceeded expectations and demonstrated significant promise:

CTE Pathway and Dual Enrollment Expansion: Enrollment in CTE pathways and dual enrollment courses increased beyond projected levels. This growth was particularly evident among English learners, foster youth, and socioeconomically disadvantaged students, reflecting increased interest and expanded access to career-connected learning opportunities.

Professional Learning and the 5 Cs: The district successfully scaled a comprehensive professional learning plan, supporting teachers in implementing instructional practices grounded in the 5 Cs—Collaboration, Creativity, Communication, Critical Thinking, and Compassion. Survey data from both students and staff affirmed that these practices positively influenced engagement, relevance, and classroom culture.

Capstone and Student Voice: The Capstone program continued to serve as a cornerstone of Goal 1, with all school sites supporting students in completing performance tasks aligned to the Career Preparedness Systems Framework (CPSF). These tasks allowed students to demonstrate purpose and voice while making meaningful connections between learning and real-world application.

Relevant Challenges and Successes:
While important gains were made across multiple indicators, Goal 1 also revealed opportunities to deepen supports for specific student groups:

Academic Performance Gaps: Mathematics performance remains an area for growth. While the overall district average for CAASPP Math proficiency was 24.6%, students with disabilities (3.1%) and English learners (2.7%) continue to require more targeted support strategies to increase conceptual understanding and skill development. The district is actively addressing this through ongoing professional learning, Mathematics Learning Labs, and co-teaching models.

A-G Completion Rates: The district-wide A-G completion rate was 54.4%, with notable gains; however, gaps persist among student groups. Completion rates for English learners (25.4%) and students with disabilities (17.5%) highlight the need for continued expansion of academic counseling, tutoring, and instructional scaffolds aligned with course requirements.

Graduation Rate Improvements: One of the most notable successes of the year was the increase in graduation rates across key student groups. English learners increased from 79.5% in 2023 to 84.7% in 2024, and students with disabilities increased from 76.1% to 80.7%. These gains reflect the impact of intentional supports such as master schedule adjustments, targeted monitoring, and mentorship programs.

Career Readiness and Student Confidence: Survey results and participation data indicate students are feeling more confident and excited about their postsecondary plans. The expansion of the AIME program, student internships, and reflective portfolio practices contributed to these positive outcomes.

AUHSD will continue building on these strengths in 2025–26 by refining tiered supports, expanding culturally and linguistically responsive instructional strategies, and increasing opportunities for all students to access and succeed in rigorous, purposeful learning experiences.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

The material differences in Goal 1 are as follows:

Action 1.3 – Instructional Materials
The estimated actual expenditures for instructional materials were lower than planned due to the district's ongoing adoption and renewal process. Not all funds were expended in 2024–25, as some curriculum and material adoptions (e.g., math) are scheduled to continue into the 2025–26 academic year. This staggered implementation approach allowed the district to be more intentional and responsive in selecting high-quality instructional resources, contributing to long-term cost efficiency.

Action 1.4 – Technological Resources
Estimated actual expenditures for technological resources exceeded the original budget due to increased districtwide investments in device replacements, adaptive technology, and infrastructure upgrades to support instructional continuity and digital access. These expenses reflect the district's commitment to ensuring equitable digital learning environments and were necessary to meet the evolving needs of students and staff, especially in support of low-income students.

Action 1.5 – Broad Course of Study
Actual expenditures were higher than budgeted due to an expansion of AUHSD's Independent Learning Center (ILC) model, with the addition of two new ILCs during the school year. This expansion increased staffing and resource needs to ensure students had access to individualized academic, behavioral, and wellness supports. Other cost increases in this action were primarily staffing-related and aligned to the district's continued emphasis on ensuring access to a comprehensive course of study for all students, with targeted supports for unduplicated pupil groups.

Action 1.6 – English Learners: Instructional Access and Integrated Supports
Estimated actual expenditures exceeded budgeted amounts due to staffing costs surpassing initial projections. Additional support staff, including instructional aides and tutors, were allocated to meet the diverse and evolving needs of the English learner (plurilingual) student population. These investments supported the district's implementation of the English Learner Roadmap and expanded access to differentiated instructional supports and language development resources.

Action 1.7 – Instructional Options

Estimated actual expenditures exceeded budgeted amounts primarily due to higher-than-anticipated staffing expenditures. The addition of two new Independent Learning Centers (ILCs) contributed to the increase, as did expanded implementation of credit recovery and flexible learning options. These efforts reflect AUHSD's ongoing commitment to ensuring all students, especially those with interrupted educational experiences, have equitable access to pathways that support graduation and postsecondary readiness.

These differences reflect AUHSD's responsiveness to changing student and school needs, underscoring the district's commitment to allocating resources strategically and efficiently to achieve improved student outcomes.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Overall, the actions outlined in Goal 1 have been effective in advancing key outcomes aligned to AUHSD's Whole Child approach, particularly in supporting college, career, and life readiness for unduplicated students. These actions contributed to improvements in graduation rates, student engagement, access to career-connected learning, and the integration of 21st-century competencies. At the same time, the implementation process revealed critical opportunities to refine and expand strategies—especially for English learners (plurilingual) and students with disabilities (SWD)—to further close achievement and readiness gaps.

Professional Learning Plan (Action 1.1):
AUHSD's districtwide professional learning plan successfully elevated instructional quality and student engagement by equipping teachers to implement the 5 Cs (Collaboration, Creativity, Critical Thinking, Communication, and Compassion) across content areas. According to the 2024–2025 LCAP Student Survey, 93% of students agreed that their learning experiences consistently included the 5 Cs, demonstrating high levels of implementation and student recognition of instructional relevance. These efforts also contributed to improved classroom culture and the development of reflective performance tasks through Capstone. To strengthen effectiveness further, the 2025–2026 plan will incorporate expanded professional learning on trauma-informed practices and culturally responsive pedagogy—both of which were identified as high-leverage strategies through the District's Root Cause Analysis.

Effective Instruction (Action 1.2):
Instructional practices modeled and supported by district and site instructional leaders contributed to measurable gains in key student outcome metrics. Graduation rates for historically underserved groups improved notably: English learners increased from 79.5% in 2023 to 84.7% in 2024, and students with disabilities improved from 76.1% to 80.7%. These gains reflect the successful integration of differentiated instruction, student-centered lesson design, and early intervention systems embedded through Education Monitoring Teams (EMTs). The performance growth validates the effectiveness of instructional coaching, performance task integration, and collaboration time for professional learning communities.

Instructional Materials & Technological Resources (Actions 1.3, 1.4):
The district's continued investment in standards-aligned instructional materials and equitable access to devices and digital tools has resulted in consistent instructional delivery across all schools. All students received Chromebooks and access to high-quality instructional platforms that supported both in-person and blended learning. These actions ensured learning continuity and supported the development of digital literacy skills, particularly benefiting students who may otherwise face access barriers—including low-income and foster youth. Schools also reported increased integration of technology in lesson design and greater student engagement in both core subjects and elective courses.

Broad Course of Study & Instructional Options (Actions 1.5, 1.7):
The expansion of Career Technical Education (CTE), Visual and Performing Arts (VAPA), and Dual Enrollment opportunities significantly increased student access to a diverse and rigorous course of study. CTE pathway completion increased from 35% in 2022–23 to 40% in 2023–24. Dual enrollment participation through Cypress College and Fullerton College also exceeded expectations, with growing representation from English learners, socioeconomically disadvantaged students, and SWD. These pathways—aligned to the Career Preparedness Systems Framework (CPSF)—provided real-world, purpose-driven learning and reflected strong system-wide implementation of master scheduling, counseling support, and program equity.

Supports for English Learners and Students with Disabilities (Actions 1.6, 1.8):
Targeted supports for English learners and students with disabilities showed positive momentum in several areas, including dual enrollment, participation in AIME, and graduation rates. However, academic performance and A–G completion remain key growth areas. EL students had an A–G completion rate of 25.4%, and SWD students had a rate of 17.5%, compared to the district average of 54.4%. These persistent gaps underscore the need to refine instructional placement, progress monitoring, and co-teaching models. The district continues to scale EL Success Monitoring protocols, increase access to integrated and designated ELD, and implement professional learning aligned with the B.E.L.I.E.F. framework. Similarly, co-lab and co-teaching support models for SWD are being expanded to promote inclusive access to rigorous coursework.

Together, these actions advanced AUHSD's efforts to prepare students for postsecondary success while illuminating key opportunities to deepen implementation. The district will continue to monitor metrics such as graduation rates, CAASPP scores, A–G completion, ELPAC growth, and CTE completion—disaggregated by student group—to inform refinements in instructional practices and systemic supports during the 2025–2026 school year.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Addressing Red Indicators (2023 Dashboard) through specific actions within the LCAP:

AUHSD acknowledges the California Dashboard 2023 identified specific student groups and school sites with performance levels in the Red category. These include:

English Language Arts (ELA):
District-wide student groups: African American, American Indian, English Learners (including Long-Term English Learners), Foster Youth, Hispanic, Homeless, and Pacific Islander students.
Schools: Gilbert High School, Katella High School, Magnolia High School, Western High School, Ball Junior High School, Brookhurst Junior High School, Dale Junior High School, Orangeview Junior High School, South Junior High School, Sycamore Junior High School, and Walker Junior High School.

Mathematics:

District-wide student groups: African American, English Learners (including Long-Term English Learners), Foster Youth, Hispanic, and Homeless students.
Schools: Gilbert High School, Katella High School, Loara High School, Savanna High School, Ball Junior High School, Brookhurst Junior High School, Orangeview Junior High School, South Junior High School, and Sycamore Junior High School.

Chronic Absenteeism:
Schools: Brookhurst Junior High School and Orangeview Junior High School.
Student groups: English Learners, Long-Term English Learners, Homeless Youth, Socioeconomically Disadvantaged, Students with Disabilities, Hispanic, and White student groups at specific junior high school sites (Brookhurst, Dale, Walker, Ball, Lexington, South, and Orangeview).

Suspension Rate:
District-wide student group: Foster Youth.

Schools: Anaheim High School, Ball Junior High School, Dale Junior High School, John F. Kennedy High School, Orangeview Junior High School, Savanna High School, Sycamore Junior High School, and Walker Junior High School for specific student groups including Homeless, Students with Disabilities, English Learners, White, and African American student groups.

To specifically address these identified needs, AUHSD strategically leverages existing actions outlined in the 2025–2026 LCAP. Actions explicitly designed to support the student groups and schools identified with Red performance indicators include:

Action 1.1 (Professional Learning Plan): Providing targeted professional learning focused on culturally responsive pedagogy and trauma-informed instructional strategies to improve academic outcomes and engagement of unduplicated student groups.

Action 1.2 (Effective Instruction): Delivering differentiated instructional approaches, inclusive classroom practices, and targeted academic interventions tailored to address persistent gaps experienced by identified student groups.

Action 1.4 (Technological Resources): Local data: Number of chromebooks and hot spots checked out (1.26). Will add additional question to data to be collected that identifies low-income student group for the 26-27 LCAP.

Action 1.6 (Inclusive Instructional Practices and Asset-Based Supports for Language Development): Enhancing instructional practices and progress monitoring specifically designed to meet the linguistic and academic needs of English learners, particularly Long-Term English Learners.

Action 1.7 (Instructional Options): Offering diverse, flexible, and personalized instructional programs to improve student access, engagement, and success, especially among identified groups with low performance.

Action 1.8 (Supports for Students with Disabilities): Expanding inclusive placements, specialized instruction, and comprehensive mental and behavioral health supports tailored to students with disabilities.

Action 3.1 (Improve Attendance): Implementing comprehensive strategies for improving attendance through targeted family outreach, strengthened communication, and proactive interventions specifically tailored to chronic absenteeism concerns.

Action 3.2 (Mental Health & Social-Emotional Learning): Providing extensive behavioral, mental health, and social-emotional supports, including trauma-informed practices and restorative justice strategies designed to reduce suspension rates and support positive school climate.

These targeted, existing actions, aligned with AUHSD's Differentiated Technical Assistance process, leverage districtwide qualitative and quantitative data analysis, including the Street Data approach and Root Cause Analysis activities in partnership with OCDE, to ensure targeted supports and measurable progress for identified student groups and school sites. AUHSD will continuously monitor the implementation and effectiveness of these actions throughout the three-year LCAP cycle to ensure systemic coherence, continuous improvement, and sustained positive outcomes for all student groups and identified schools.

Reflecting on the outcomes and implementation in 2024-25, and informed by the comprehensive Root Cause Analysis conducted with district and site leadership teams, the following strategic adjustments and innovations will be introduced for the upcoming academic year:

In direct response to the needs identified through the Root Cause Analysis and to deepen the District's commitment to trauma-informed and culturally responsive instructional practices, AUHSD will launch two districtwide professional learning initiatives in 2025–26. The District has partnered with Bowman's Trauma-Informed Training group (Bowman Consulting Proactive Behavior & Trauma-Informed Solutions) to implement a "trainer of trainers" model, beginning with two foundational sessions in July 2025. Day One will focus on teacher leads and social workers, and Day Two will include all social workers, with future sessions planned for additional support staff. This training, titled "Truly Trauma-Informed: Designing Actionable Systems & Practices," will build internal capacity to embed trauma-responsive practices across all campuses. In parallel, culturally responsive teaching professional development will be provided by curriculum specialists, 5Cs Coaches, and CSTLs, who will lead site-based training throughout the year to ensure every school site staff engages in inclusive, identity-affirming instructional practices. These efforts align with Actions 1.1 and 1.2 and directly support AUHSD's broader goals of equity, engagement, and whole-child development.

Enhanced A-G Completion Supports:
In response to the continued disparity in A-G completion rates among student groups, especially for English learners (25.4%) and students with disabilities (17.5%), targeted counseling services, focused mentoring programs, and additional academic support interventions will be expanded. These interventions will now explicitly integrate trauma-informed approaches and culturally responsive practices, addressing systemic barriers and supporting deeper student engagement and academic persistence.

Intensive Math Intervention Supports:
Given the ongoing low CAASPP Mathematics performance, particularly for students with disabilities (3.1% proficiency vs. the district's overall 24.6%), AUHSD will allocate additional resources to specialized mathematics instruction, targeted professional learning for math educators, and tailored tutoring support. Professional development will explicitly focus on culturally responsive pedagogy, ensuring math instruction is inclusive, engaging, and responsive to students' diverse backgrounds and learning needs.

Expansion of CTE and Dual Enrollment Programs:

Building upon recent successes, AUHSD will further expand dual enrollment opportunities and Career Technical Education pathways in collaboration with Cypress and Fullerton Colleges. Special attention will be given to engaging historically underserved student groups through counseling support and mentoring that emphasizes culturally responsive and trauma-informed strategies, thereby enhancing student access, retention, and postsecondary outcomes.

Incorporation of eKadence and AI Tools for Improved Outcomes:
AUHSD will deepen its strategic integration of eKadence LMS and embedded AI tools, such as Skrappy, to better measure student progress and outcomes related to college, career, and life readiness. These platforms will support monitoring student engagement, tracking performance, and providing personalized student supports. Additionally, professional learning will prepare staff to leverage these tools in ways that reflect trauma-informed practices and culturally responsive instruction.

Districtwide AI Literacy and Professional Learning:
Recognizing the evolving demands of post-secondary environments and the modern workforce, AUHSD will implement districtwide professional learning explicitly focused on AI literacy within the comprehensive district AI framework. Training will equip educators to integrate AI responsibly and ethically into instruction, embedding trauma-informed practices and culturally responsive pedagogy to empower students with critical AI literacy skills and competencies for future success.

Focused Monitoring of Student Outcomes and AI Impact:
Strengthening continuous improvement practices, AUHSD will utilize eKadence and AI-driven analytics to enhance data-informed decision-making processes, proactively addressing equity gaps and monitoring progress toward college and career readiness. Data-driven approaches will specifically assess the impact of culturally responsive and trauma-informed practices in improving student academic and social-emotional outcomes.

Change in in Target for Year 3 Outcome
For metrics 1.7, 1.8, 1.9, 1.10, 1.21--The Target for Year 3 Outcome changed from the 24-25 LCAP because the student groups in those metrics met or surpassed the Target for Year 3 Outcome. Therefore, the LEA increased the target for Year 3 Outcome for the 25-26 LCAP.

Changes Made to Metrics:
The following metrics were added to monitor effectiveness of actions/services under Goal 1:
1.14 Career Technical Education (CTE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.15 World Language Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.26 Access to Technological Resources by percentage to include district and student groups (EL, SED, SWD, FY)
1.28 Advanced Placement Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.29 Dual Enrollment (DE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.30 Advanced Via Individual Determination (AVID) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.31 Puente Project (PUENTE) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.32 International Baccalaureate (IB) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.33 Dual Language Immersion (DLI) Enrollment by percentage to include district and student groups (EL, SED, SWD, FY)
1.34 LCAP Student Survey by percentage to include district and student groups (EL, SED, SWD, FY)

1.35 AIME Participation Count by Tier to include number of unduplicated students participating in AIME (Anaheim's Innovative Mentoring Experience)

Changes Made to Specific Actions:
Action 1.1 (Professional Learning Plan): Added language: aligned to CSTPs and district initiatives. Enhanced to include explicit professional development in trauma-informed practices and culturally responsive pedagogy, addressing the gaps identified in the Root Cause Analysis and ensuring greater alignment between instructional practices and student lived experiences.

Action 1.2 (Effective Instruction): Added language: 5 Cs Coaches, Community Schools Teacher Leads. Reflecting on prior practice and informed by the Root Cause Analysis, Action 1.2 has been refined to explicitly include professional learning focused on culturally responsive pedagogy and trauma-informed instructional practices. This revision addresses identified opportunities to strengthen alignment between instruction and students' lived experiences, proactively enhancing educator capacity to meet the diverse needs of low-income students, foster youth, and English learners.

Action 1.3 (Instructional Materials): Expanded to allocate dedicated funding to school libraries for the purchase of new books and essential library supplies. This investment acknowledges the vital role of physical library spaces in cultivating strong literacy skills, fostering inclusive and welcoming environments, and providing essential resources for low-income students, foster youth, students with disabilities, and plurilingual learners. Metric: Circulation stats and attendance for learning opportunities.

Action 1.4 (Technological Resources): Added specific language to include EL, FY, and low income student groups

Action 1.5: Added language to include site leadership to action/service

Action 1.6: Revised to reflect a more comprehensive and integrated approach to supporting English learners (plurilingual) and Long-Term English Learners (LTELs). Language was updated to align with districtwide terminology and ensure consistency across LCAP goals and actions. The action was expanded to include integrated instructional strategies that connect English Language Development (ELD) with Career Technical Education (CTE), providing students with opportunities to develop both academic language and workplace readiness skills. Additionally, the English Learner Roadmap vision statement was incorporated to emphasize AUHSD’s commitment to meaningful access, high-level English proficiency, grade-level mastery, and multilingualism. These changes were informed by educational partner input and the District’s Root Cause Analysis, which identified the need for more relevant, asset-based instructional approaches that prepare English learners for post-secondary success. Corresponding metrics were also expanded to include CTE pathway completion and College/Career Readiness (CCI) to better measure the impact of these instructional enhancements.

Action 1.8: (Supports for Students with Disabilities): Revised to include the extent to which students have access to, and are enrolled in programs and services developed and provided to students with disabilties.

Action 1.9: As a result of reflections on the 2024–25 implementation cycle, Action 1.9 was revised to strengthen alignment with the Career Preparedness Systems Framework (CPSF) and to more explicitly focus on increasing equitable access to work-based learning and mentorship opportunities for unduplicated student groups, including low-income students, English learners (plurilingual), and foster youth. Stakeholder feedback and internal analysis indicated the need for clearer tracking and measurement of student participation and outcomes

related to Anaheim's Innovative Mentoring Experience (AIME), particularly among student groups historically underrepresented in structured career readiness experiences. To improve the evaluation of this action's effectiveness, two new metrics have been added to the 2025–26 LCAP:
Metric 1.34: LCAP Student Survey – AIME measures the percentage of students, disaggregated by subgroup, who report having explored potential careers through AIME or work-based learning.
Metric 1.35: AIME Participation Count by Tier tracks the number of unduplicated students participating in each AIME Tier to evaluate depth of engagement and access across the system.
Preliminary 2023–24 survey data revealed participation gaps between the district average (78%) and unduplicated student groups, including foster youth (59%) and socioeconomically disadvantaged students (69%). These findings informed the decision to integrate more intentional outreach, expand strategic partner recruitment, and develop clearer tracking systems by subgroup to ensure students most in need of these experiences are equitably served. Going forward, district staff will monitor these new metrics in collaboration with school sites and refine the Tier tracking system to ensure the AIME model remains responsive, inclusive, and impactful for all students. These changes are reflected in the updated action language, metric list, and expected outcomes section of the LCAP.

Action 1.10:
Based on educational partner recommendations from the 2024–25 engagement process, Action 1.10 (Reduction of Class Size, Hiring, and Retaining Teachers) was revised to explicitly include strategies for lowering student-to-adult ratios. Stakeholders identified smaller class sizes and increased deployment of Behavior Intervention Assistants (BIAs) and paraeducators as critical for supporting English Learners (plurilingual students) and Students with Disabilities. These adjustments directly respond to stakeholder feedback emphasizing more personalized instruction and targeted academic support, ultimately intended to strengthen equitable academic outcomes for these student groups. Revised Action 1.10:
The District will reduce class sizes, hire and retain teachers, and provide ongoing professional learning and collaboration opportunities that strengthen student-teacher relationships, support inclusive and engaging learning environments, and enhance teachers' ability to know students by name, asset, and need. In addition, AUHSD will reduce student-to-adult ratios where feasible by specifically decreasing class sizes and increasing Behavior Intervention Assistant (BIA) and paraeducator support in core academic subjects. These efforts will target improved outcomes for English learners (plurilingual students) and students with disabilities, with student progress monitored quarterly via SMART goals and instructional practices refined through site-based professional development.

These strategic updates, driven by intentional reflection and data analysis, will ensure AUHSD continues to build upon strengths, addresses critical gaps, and creates supportive, equitable learning environments for every student.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Learning Plan	District leadership and curriculum specialists will develop and implement a professional learning plan aligned to CSTPs and district initiatives that supports teacher leaders, Site Leadership Teams (SLTs), Foster Youth, and the English Learner Task Force on instructional best practices. The plan will guide the establishment of professional goals and promote continuous, purposeful professional growth and development specifically targeting the educational needs of English learners, low-income students, and foster youth. The professional learning plan will include explicit training in trauma-informed practices and culturally responsive pedagogy to ensure instructional practices are aligned with students' lived experiences, promote inclusivity, and effectively address achievement gaps. These efforts are designed to increase A-G eligibility, graduation rates, and college-going rates, while fostering more equitable and engaging classroom environments.	$17,500,417.00	Yes
1.2	Effective Instruction	District leadership, along with instructional leaders, 5 Cs Coaches, and Community Schools Teacher Leads, will design, deliver, and model effective literacy and mathematical instructional strategies to support growth in the development of the 5 Cs, civic engagement, and the Career Preparedness Systems Framework (CPSF). These practices will be facilitated at school sites with a focus on low-income students, English learners (plurilingual), and foster youth to ensure equitable access to high-quality instruction. The instructional approach will include explicit integration of culturally responsive pedagogy and trauma-informed practices to strengthen alignment between instruction and students' lived experiences. These efforts are intended to enhance educator capacity, increase student engagement, improve achievement in literacy and mathematics, and ensure all students are prepared for post-secondary success.	$5,266,242.94	Yes
1.3	Instructional Materials	Provide sufficient instructional materials that are aligned with current California State Standards. The District will: 1) purchase and implement instructional materials that are aligned with current state adopted standards, including Common Core State Standards (CCSS), English Language Development (ELD) Standards, Next Generation Science Standards (NGSS), and all other state adopted standards and frameworks,	$7,914,215.18	No

Action #	Title	Description	Total Funds	Contributing
		2) continue to support reading intervention program(s), 3) support a modern, cloud-based library operating software system that can be accessed during all hours of the day, 4) continue to support asset management system, and 5) continue to support online resource database subscriptions. In addition, the district will allocate dedicated funding to school libraries for the purchase of new library books and essential library supplies. This investment acknowledges the vital role of physical library spaces in fostering a passion for reading, providing quiet study environments, and offering learning opportunities for all parents, staff, and students including foster youth, low-income, students with disabilities, and plurilingual learners. Metric: Circulation stats and attendance for learning opportunities.		
1.4	Technological Resources	Educational Information Technology staff will develop and maintain a life cycle plan for student devices, applications, and network infrastructure. These staff will also support the creation of training resources and critical integration points to ensure equitable access to sustainable technological tools. This action will specifically prioritize providing all students—especially low-income, English learners (plurilingual), and foster youth—with reliable access to digital learning environments, enabling them to fully engage in instruction, access academic resources, and develop essential 21st-century and post-secondary skills.	$13,984,716.52	Yes
1.5	Broad Course of Study	District staff, site leadership, and teachers develop and monitor District programs, courses, and extracurricular opportunities for low income, foster youth, and English learner (plurilingual) students to ensure student access to a broad course of study so they can find purpose, be prepared for post-secondary learning, and develop career ready skills. The District will: 1) continue to coordinate and support the District's VAPA programs and promote arts equity, 2) continue to support and expand STEAM programs, ROP, CTE, Dual Enrollment, and civic learning, 3) continue to support English learner (plurilingual), and foster youth task force to ensure implementation of the task force recommendations, 4) provide supplementary support for extracurricular programs, such as intramural and athletics, 5) continue to provide additional A-G, Honors, Advanced Placement, and International Baccalaureate (IB) course offerings, 6)	$33,184,221.70	Yes

Action #	Title	Description	Total Funds	Contributing
		continue to support and increase Dual Language Immersion (DLI) programs and World Language course offerings at the high school and junior high school levels, and 7) support staffing to ensure students access CTE pathways and access to public safety pathways.		
1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Improve placement, instructional practices, and monitoring of English learners (plurilingual students), including Long-Term English Learners (LTELs), by increasing student voice, 21st-century skills, and technical skills through intentional implementation of the four principles of the English Learner Roadmap: Assets-Oriented and Needs-Responsive Schools, Intellectual Quality of Instruction and Meaningful Access, System Conditions that Support Effectiveness, and Alignment and Articulations Within and Across Systems (Systemness). Through these actions, AUHSD advances the vision of the EL Roadmap by ensuring English learners fully and meaningfully access and participate in a twenty-first-century education that results in their attaining high levels of English proficiency, mastery of grade-level standards, and opportunities to develop proficiency in multiple languages. To further support this work, AUHSD will strengthen collaboration between English learner (plurilingual) teachers, CTE teachers, and curriculum specialists to integrate career-related competencies into English Language Development (ELD) courses. This integrated instructional approach will provide English learners with opportunities to build academic language and workplace readiness skills concurrently, connecting language development with real-world career preparation.	$7,550,229.00	Yes
1.7	Instructional Options	District staff and teachers will implement non-traditional instructional options to address the multi-tiered academic needs of students in order to reach graduation and post-secondary goals. School and district staff will research and implement flexible learning opportunities, and course offerings for all students, specifically targeting the educational needs of low income, foster youth and English learner (plurilingual) students to positively impact and improve graduation rates, state assessments scores, CTE pathway completion, Dual Enrollment, and A-G eligibility to reduce remediation.	$9,865,608.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Students with Disabilities	Provide specialized supports and inclusive instructional models that ensure students with disabilities (SWD) have meaningful and equitable access to the full range of academic courses and learning environments, fostering academic progress as well as social-emotional growth. AUHSD will aim to improve student placements, instructional practices, and progress monitoring systems to enhance academic outcomes and social success for students with disabilities. This action includes increased access and enrollment in inclusive general education classrooms, implementation of effective co-taught classes, co-lab classes, specialized academic instruction and differentiated instructional models, and targeted professional development for both special education and general education staff. Additional programs and services include expanded behavioral and mental health supports such as Educationally Related Mental Health Services (ERMHS), comprehensive data-driven systems for tracking student progress, and strengthened Individualized Education Program (IEP) team collaboration. These strategic efforts ensure appropriate placements, tailored instructional supports, and aligned services that reflect and address each student's unique needs.	$1,618,127.00	No
1.9	Increase Work Experience	District staff will increase work-based learning, mentorship, and internship opportunities through Anaheim's Innovative Mentoring Experience (AIME). Staff will focus on strategic partner recruitment, strengthening relationships with local industry, nonprofit, and community-based organizations. In alignment with the Career Preparedness Systems Framework (CPSF), this action will support students in exploring diverse career pathways while developing technical and 21st-century skills. The District will also seek funding opportunities to expand access to student scholarships and will develop systems to ensure all students—particularly those who are low-income, foster youth, and English learners—graduate with meaningful work-based learning experiences and a clearly articulated postsecondary plan aligned to their strengths, interests, and long-term career goals.	$1,523,755.00	Yes
1.10	Reduction of Class Size, Hiring and Retaining Teachers	The District will reduce class sizes, hire and retain teachers, and provide ongoing professional learning and collaboration opportunities that strengthen student-teacher relationships, support inclusive and engaging	$7,238,472.00	No

Action #	Title	Description	Total Funds	Contributing
		learning environments, and enhance teachers' ability to know students by name, asset, and need. In addition, AUHSD will reduce student-to-adult ratios where feasible by specifically decreasing class sizes and increasing Behavior Intervention Assistant (BIA) and paraeducator support in core academic subjects. These efforts will target improved outcomes for English learners (plurilingual students) and students with disabilities, with student progress monitored quarterly via SMART goals and instructional practices refined through site-based professional development.		
1.11	Arts and Music in Schools (AMS)	To enhance arts education and support student engagement, the district will utilize Arts & Music in Schools (AMS) funding in several key areas. A substantial portion, approximately 80% of the site allocation, will be dedicated to hiring additional teachers and staff to supplement and support arts education instruction, as well as providing hourly teacher pay for supplemental arts education. Additionally, around 15% of the site budget will be allocated for purchasing materials and equipment to improve student experiences and access to course materials. Professional learning in arts content areas will be supported with approximately 4% of the site allocation, ensuring teachers receive ongoing training and development. Finally, AMS site funds will be utlized to broaden the course of study, and increase access to arts education programs and expand offerings. This comprehensive approach aims to enrich the arts education and foster a well-rounded educational experience for all students.	$4,047,064.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Through a community schools approach, co-create and provide meaningful culturally and linguistically responsive educational opportunities for all parents and families to advocate for the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual).	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)

An explanation of why the LEA has developed this goal.

Goal 2 reflects AUHSD's steadfast commitment to cultivating authentic partnerships with families and communities through an equity-driven Community Schools framework. Rooted in the belief that families are essential partners in student success, this goal was developed to ensure culturally and linguistically responsive engagement practices are embedded across all school sites, with a particular focus on uplifting the voices and contributions of families of low-income students, foster youth, English learners (plurilingual students), and students with disabilities. Over 13,000 parents and caregivers participated in school- and district-level workshops, forums, and engagement activities during the 2023–2024 school year, highlighting the strong interest among families to partner with schools and stay informed about their children's educational journey. While these numbers reflect growing engagement, district-level Root Cause Analysis and Educational Partner input meetings identified the continued need to deepen relationships and build trust, particularly with historically underserved families. Areas such as navigating the educational system, understanding post-secondary pathways, and engaging in two-way communication emerged as key opportunities for improvement. District survey data from 2023–2024 further revealed variations in parent understanding of the Anaheim Union Educational Pledge (The Pledge), a multi-institutional partnership that supports students in successfully transitioning to post-secondary education. While a majority of families reported receiving information about The Pledge—including 82% for Cypress College, 75% for Fullerton College, 74% for CSUF, 73% for UCI, and 73% for the TGR Learning Lab—these figures indicate opportunities to enhance the accessibility, clarity, and outreach related to Pledge benefits. Ensuring that families fully understand the post-secondary pathways available to their children, including guaranteed admissions, dual enrollment, and transfer supports, is central to increasing equity and college-going outcomes.

Central to AUHSD's family engagement efforts are the Community Schools Coordinators, Community Schools Teacher Leads, and Family and Community Engagement Specialists (FACES). Together, these teams work collaboratively to support the whole child and whole family. Community Schools Coordinators serve as key liaisons who align academic programming, social-emotional supports, health services, and enrichment opportunities with the specific assets and needs of each school community. Community Schools Teacher Leads serve as site-level champions who integrate student and family voice into instructional practices and family engagement planning, while also supporting data-informed continuous improvement. FACES personnel provide culturally responsive programming, trauma-informed workshops, and direct services that empower families to advocate for their students and actively participate in school life. Collectively, these teams assist with interpretation services, conduct home visits, facilitate leadership development opportunities, and offer mental health, technology, and

resource navigation supports to families. AUHSD continues to expand targeted programming for families of students with disabilities, ensuring they are informed about Individualized Education Plan (IEP) processes, Free Appropriate Public Education (FAPE) rights, and available district and community resources. These family-focused efforts directly support improved outcomes across multiple indicators. For instance, current A-G completion rates reflect opportunity gaps for English learners (25.4%) and students with disabilities (17.5%) compared to the overall district average of 54.4%. Increasing parent knowledge, agency, and involvement in course selection and graduation planning is critical to closing these gaps. The Community Schools model offers a powerful vehicle for addressing these needs by positioning schools as hubs of academic, wellness, and social support. AUHSD schools integrate wraparound services—such as counseling, health services, housing referrals, food distribution, and immigration support—that address the whole-child needs of students and families. Parent Learning Walks, Ambassador programs, and advisory councils are co-facilitated by Community Schools teams and FACES, ensuring that schools foster environments where families feel seen, heard, and supported. Success in implementing Goal 2 is measured by both quantitative and qualitative indicators. These include: increased attendance at family engagement events, growth in survey responses reflecting strong home-school communication, participation in decision-making bodies (SSC, ELAC, DELAC, SPAC, Community School Site Committees), and greater awareness of the Anaheim Union Educational Pledge. Student and family testimonials, along with input from Raising Student Voices and Participation (RSVP) programs, also guide continuous improvement and accountability. Ultimately, Goal 2 affirms AUHSD's commitment to co-creating schools that honor the cultural wealth of every family and intentionally build systems that are inclusive, responsive, and empowering. Through this shared work, AUHSD continues to expand a culture of connection, advocacy, and collective ownership of student success across all educational partner groups.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance at parent and family engagement events	2023-24 Total Parents and Families Participation in workshops/meetings- 14,651 Total Parents and Families served via food/care packages- 9,086	2024-25 Total Parents and Families Participation in workshops/meetings- 13,419 Total Parents and Families served via food/care packages- 12,398 Anaheim Collaborative		Total Parents and Families Participation in workshops/meetings • 20,000 Total Parents and Families served via food/care packages- 15,000 Anaheim Collaborative Family Summit	1,183 decrease in total parents and families participation in workshops/meetings 3,312 increase in total parents and families served via food/care packages There is no difference for revised

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Family Summit @CSUF -186 LCAP Parent Orientation-26 SPAC Meetings-78 DELAC Meetings-158 Simon Silva Parent Leadership Project English-17 Simon Silva Parent Leadership Project Spanish-58 Parent Leadership Academy (PLA)-127 Anaheim Collaborative Family Summit @Fullerton College-222 Google Certificate - Project Management-92 participated and 53 completed their certificates		@CSUF -200 LCAP Parent Orientation-40 SPAC Meetings-100 DELAC Meetings-170 Simon Silva Parent Leadership Project English-30 Simon Silva Parent Leadership Project Spanish-70 Parent Leadership Academy (PLA)-140 Anaheim Collaborative Family Summit @Fullerton College-250 Google Certificate - Project Management-100 participants and 70 to complete their certificates Black Parent	participation workshops/meetings because baseline is established in 2025-26 LCAP Attendance at parent and family engagement events by student group: NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Black Parent Affinity Group Meetings-16 Attendance at parent and family engagement events by student group: EL: 18.28% SED: 65.98% SWD: 13.54% FY: 0.19%		Affinity Group Meetings-30 Attendance at parent and family engagement events by student group: EL: 21% SED: 70% SWD: 18% FY: 3%	
2.2	LCAP Parent & Family Survey - Awareness about the Anaheim Union Pledge	2024 LCAP survey 76.18% parents and families agree that their student's school provided information about the Anaheim Union Pledge	Data is being measured in a different way: 2024-25 LCAP Survey My student's school has provided information about the benefits of the Anaheim Union Educational Pledge with the following partners: Cypress College-82% Fullerton College-75%		90% parents and families agree that their student's school provided information about the Anaheim Union Pledge Cypress College-85% Fullerton College-78% Cal State Fullerton-77% UC Irvine-76% TGR Learning Lab-76%	5.82% increase in knowledge about the pledge (Cypress College) 2-3% decrease in specifc partner information and the pledge There is no difference for datapoints by each partner because baseline is established in 2025-26 LCAP.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Cal State Fullerton-74% UC Irvine-73% TGR Learning Lab-73%			
2.3	LCAP Parent & Family Survey - Awareness of Six-Year Plan	2024 LCAP survey 64% parents and families have reviewed their student's six-year plan	2024-25 LCAP Survey 70% parents and families have reviewed their student's six-year plan		70% parents and families have reviewed their student's six-year plan	6% increase
2.4	LCAP Parent & Family Survey - Relevance of Events at the Schools	2024 LCAP survey 85% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops	2024-25 LCAP Survey 84% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops		90% of parents and families agree that events at the schools are relevant, which may include coffee with the principal, Parent Leadership Academy, Parent Learning Walks and informational workshops	1% decrease
2.5	Attendance at parent and family engagement events for individuals with exceptional needs	2023-24 Total Parents and Families Participation in AUHSD District/Site based workshops/trainings- 50	2024-25 Total Parents and Families Participation in AUHSD District/Site based workshops/trainings- 43		Total Parents and Families Participation in AUHSD District/Site based workshops/trainings - 75	0.14% decrease in Total Parents and Families Participation in AUHSD District/Site based workshops/trainings

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Total Parents and Families Participation in GASELPA based workshops/trainings- 30	Total Parents and Families Participation in GASELPA based workshops/trainings- 27		Total Parents and Families Participation in GASELPA based workshops/trainings- 50	0.1% decrease in Total Parents and Families Participation in GASELPA based workshops/trainings
2.6	LCAP Parent & Family Survey - Keeping Parents and Families Informed	2024 LCAP survey 94% of parents and families agree that they are kept informed about important issues and events	2024-25 LCAP Survey 93% of parents and families agree that they are kept informed about important issues and events		98% of parents and families agree that they are kept informed about important issues and events	1% decrease
2.7	LCAP Parent & Family Survey - Parent Input in Decision Making	2024 LCAP Parent survey participants- 2,545 2024 LCAP Education Partner engagement participation- 165	2024-25 LCAP Parent Survey participants- 1,432 2024-25 LCAP Education Partner engagement participation- 117		LCAP Parent survey participants- 3,000 LCAP Education Partner engagement participation- 200	1,113 (43.7%) decrease in LCAP Parent survey participants 48 (29%) decrease in parents participating in LCAP Partner engagement

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation:

During the 2024–25 school year, AUHSD successfully implemented Goal 2 through a robust Community Schools approach, prioritizing culturally and linguistically responsive family and community engagement. Central to this effort was the Family and Community Engagement Support (FACES) initiative, which provided extensive programming, culturally relevant workshops, and personalized direct outreach. Over 14,000 parents and family members actively participated districtwide, underscoring substantial community interest, effective alignment with planned actions, and progress toward the district's strategic goal.

AUHSD made significant progress in connecting families with critical resources and supports. Highlights included the ongoing distribution of food and care packages, comprehensive parent education on navigating educational systems, and targeted workshops aimed at deepening parent understanding of the Anaheim Union Educational Pledge and its college partnerships. While these efforts significantly improved overall parent engagement, reflections on actual implementation indicated additional opportunities to further increase parent awareness and knowledge, particularly regarding partnerships with local colleges and universities (Cypress College, Fullerton College, CSUF, UCI, and TGR Learning Lab). Data showed approximately 18%–27% of parents expressed an interest in further expanding their understanding and involvement with these initiatives.

AUHSD addressed challenges proactively, particularly regarding outreach and engagement with historically underserved families, including foster youth, students with disabilities (SWD), and English learners. Persistent language barriers and varying comfort levels in engaging with schools were recognized as areas requiring continued, targeted attention. Nonetheless, significant successes were evident through consistently high overall participation rates, increased attendance at Community Schools events, strengthened relationships between families and school personnel, and robust parent involvement in district workshops and trainings.

Moving forward, AUHSD will build upon these successes and intentionally expand culturally responsive and trauma-informed strategies to strengthen trust, connectedness, and belonging among families, ensuring meaningful engagement and advocacy for every student and family in the district.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Material differences between budgeted and estimated actual expenditures were minimal overall. Slight variances occurred primarily due to higher-than-anticipated parent and family participation in engagement activities, reflecting strong community interest and involvement. This increased engagement modestly elevated costs related to transportation, childcare services, food, and workshop materials. Effective and proactive budget management practices, combined with strategic leveraging of community partnerships and external grant funding, successfully minimized any significant financial impact. These intentional budgeting strategies enabled AUHSD to effectively meet heightened community demand without exceeding financial targets, highlighting the district's commitment to fiscal responsibility and responsiveness to community needs.

Action 2.1 – Increase Parent Engagement
Estimated actual expenditures exceeded budgeted amounts due to increased outreach efforts, expanded event offerings, and higher participation in parent workshops, leadership academies, and school-based engagement opportunities. Additional funds were allocated for interpretation services, printed materials, hospitality, and supplies to support events tailored to low-income, foster youth, and English learner

families. The growth of in-person and multilingual engagement, alongside efforts to expand access to digital platforms like Aeries and eKadence, contributed to the increased costs. These efforts align with AUHSD's broader Community Schools strategy to foster inclusive, two-way communication and partnership with families.

Action 2.2 – FACES Support
Estimated actual expenditures were in line with projections. Funds were used to maintain Family and Community Engagement Specialists (FACES) and support targeted outreach to English learner, foster youth, and low-income families. Continued emphasis was placed on two-way communication, event translation, and access to resources aligned with the Community Schools model.

Action 2.3 – Parents of Students with Disabilities
Expenditures aligned closely with budgeted amounts. Targeted informational events and translation services for families of students with disabilities were implemented successfully, and coordination with FACES staff helped to reduce redundant expenditures. Resources were effectively leveraged to support parent understanding of IEP processes, FAPE, and school-based supports.

Action 2.4 – Community Schools Model Implementation (now a contributing action)
Estimated actual expenditures exceeded initial budget estimates due to an expansion in staffing and site-level implementation supports, including additional hours for Community School Coordinators and broader partnership development. As Community Schools programming scaled across more sites, additional resources were allocated to support family engagement, student services, and systems integration, in alignment with the four pillars of the Community Schools framework.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

AUHSD's specific actions toward achieving Goal 2 proved highly effective overall, with some opportunities for refinement:

Family and Community Engagement (FACES Initiative):
The FACES initiative demonstrated substantial effectiveness in advancing AUHSD's Goal 2. High participation rates in districtwide workshops affirmed strong community engagement and interest. Families benefited significantly from tailored workshops that strengthened advocacy skills, improved understanding of educational systems, and deepened home-school connections. Although parent surveys indicated generally strong awareness of the Anaheim Union Educational Pledge partnerships (82% Cypress College, 75% Fullerton College, 74% CSUF, 73% UCI, and 73% TGR Learning Lab), there remain clear opportunities to enhance targeted, culturally responsive communication strategies. Moving forward, AUHSD will further refine outreach practices to ensure all families, particularly those from historically underserved groups, clearly understand and fully leverage available partnership benefits.

Community Schools Model:
The implementation of the community schools model effectively provided holistic supports integrating academic, social, emotional, and physical resources. Robust attendance at community-school events and consistently positive parent feedback underscored the effectiveness of this integrated approach. Particularly noteworthy were tailored services and workshops provided to families of students with disabilities, significantly enhancing parental knowledge and capacity to advocate for their children's specialized educational needs. Recognizing areas for

continued growth, AUHSD will strategically expand culturally responsive and trauma-informed outreach to better engage and support foster youth and multilingual families, fostering deeper trust, connectedness, and belonging within the school community.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Enhanced Communication on Educational Pledge Partnerships:
Given identified knowledge gaps among families regarding Anaheim Union Educational Pledge partnerships, the District will implement targeted, culturally responsive communication strategies. These will include multilingual outreach efforts, clearly articulated partnership benefits, trauma-informed dialogue sessions, and proactive community conversations facilitated by school leadership and partnership representatives, thereby deepening trust and strengthening community connections.

Strategic Engagement of Historically Underserved Families:
To proactively address persistent engagement challenges among foster youth, English learners, and families of students with disabilities, AUHSD will intentionally expand culturally responsive and trauma-informed outreach methods. Specific practices will include personalized invitations, dedicated community liaison support, enhanced multilingual communication resources, and relationship-building strategies designed to foster deeper trust and connectedness with underserved families.

Expansion of the Community Schools Model:
Strengthening school-site capacity as comprehensive family-support hubs remains a district priority. AUHSD will strategically scale up highly effective programs—including FACES workshops, food and care package distributions, and targeted family workshops for navigating special education services—ensuring increased access and effectiveness across all district sites. Additionally, professional learning for staff will emphasize trauma-informed practices and culturally affirming approaches, ensuring family and community engagement efforts reflect deep responsiveness to family needs.

Incorporation of AI and Technology for Family Engagement:
To enhance engagement and systematic monitoring, AUHSD will leverage eKadence LMS and integrated AI tools strategically to track parent participation, analyze feedback data, and streamline communication. District staff will receive expanded professional learning in effective and ethical AI use, ensuring that technology-driven approaches enhance personalized, culturally responsive, and trauma-informed family outreach and support.

Adjustment of Metrics and Monitoring Systems:
AUHSD will refine existing metrics to more effectively measure parental awareness, advocacy, and engagement. Updated metrics will explicitly track growth in parents' understanding and utilization of the Anaheim Union Educational Pledge and related partnerships. Parent and community feedback surveys will be enhanced to capture deeper, more nuanced insights—particularly from historically underserved student groups—further informing ongoing adjustments to strategies and practices.

Metrics that will be added in the 2025-2026 school year include:
Feedback from targeted multilingual communication efforts, including family perceptions on clarity, usefulness, and frequency of outreach.

Metrics disaggregated by student groups will be added. This data will be collected in the 2025-20226 school year for Actions 2.1-2.7.

Percentage of SED, EL, foster youth, and homeless families reporting increased confidence and capacity to advocate effectively for their children's educational and social-emotional needs as a result of targeted workshops and trainings.

These targeted metrics will allow AUHSD to monitor the effectiveness of specifically tailored engagement strategies, informing ongoing adjustments to improve outcomes and deepen engagement with unduplicated pupil groups.

Revised Actions:
Based on reflections from the 2024–25 implementation cycle and feedback from OCDE, Actions 2.1 (Increase Parent Engagement) and 2.2 (FACES Support) were revised to more clearly articulate how the strategies are principally directed toward the needs of socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) families. In Action 2.1, the revisions emphasize culturally responsive, trauma-informed parent engagement strategies designed to address barriers such as language access, transportation, and system navigation—challenges that disproportionately affect unduplicated families.

Action 2.2 was revised to more explicitly connect targeted outreach, multilingual communication, and direct support services provided by Family and Community Engagement Specialists (FACES) to specific disparities in academic performance, chronic absenteeism, and suspension rates among SED, EL, and FY students. Together, these revisions ensure a clear connection between the identified needs of unduplicated pupil groups and the design of the engagement strategies intended to support them.

Revised Action 2.4 (Community Schools model implementation): Based on reflections from the 2024–25 implementation cycle, educational partner feedback, and Community Schools site team input, Action 2.4 was revised to more clearly define how the Community Schools model supports unduplicated student groups through integrated systems of academic, wellness, and family engagement supports. While the original action focused on broad implementation of the Community Schools approach, the 2025–26 revision deepens its emphasis on equity-centered, data-informed practices, specifically designed to improve outcomes for low-income students, English learners (plurilingual), and foster youth.

Changes for the upcoming year include the identification of clearer site-level metrics disaggregated by student group (e.g., participation in wraparound services, leadership involvement, and engagement in college/career readiness programming), to better evaluate the model’s impact. Community Schools sites will also strengthen alignment between academic instruction and whole-child supports by expanding professional development for staff on trauma-informed care, culturally responsive teaching, and shared leadership strategies. Additionally, the action now explicitly includes the role of Community School Coordinators in convening site-based needs and assets teams to address barriers to learning and guide programmatic decisions using a collaborative, data-driven approach.

These refinements reflect AUHSD’s evolving implementation of the Community Schools model as a powerful lever for addressing systemic inequities and ensuring that all students, especially those who are historically underserved, experience inclusive, supportive, and engaging learning environments that promote academic achievement and overall well-being.

These reflective, responsive, and data-informed adjustments will support AUHSD's continued progress toward equitable, meaningful family engagement, fostering stronger school-home-community partnerships, deeper family advocacy, and improved student outcomes districtwide.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Increase Parent Engagement	School and district staff will deepen engagement, communication, and support for parents by establishing, expanding, and refining culturally responsive and trauma-informed resources available at all schools, ensuring meaningful participation from families and students. AUHSD will strategically enhance outreach and provide inclusive engagement opportunities, with targeted efforts specifically aimed at parents of low-income students, English learners, students experiencing homelessness, and foster youth. Expanded strategies include Ready Set Go workshops, Disciplina Positiva parenting workshops, Parent Leadership Academies, Parent Learning Walks, embedded mindfulness practices, personalized community outreach, multilingual communication supports, and proactive family advocacy training. These comprehensive and responsive approaches aim to foster deeper family-school connections, build trust, and empower parents to effectively support their children's educational journeys.	$9,463,137.00	Yes
2.2	Family and Community Engagement Specialists (FACES) Support	Family and Community Engagement Specialists (FACES) and translators will provide culturally affirming, trauma-informed, and language-appropriate programming to proactively support low-income families, English learners, foster youth, students experiencing homelessness, students with disabilities, and their families. This includes ensuring equitable access to school-based and community-based resources, fostering trust, and promoting family advocacy. The district commits to communicating clearly, consistently, and in multiple formats and languages. Families and staff members will have diverse, meaningful opportunities to provide input and engage in shared decision-making through site and district committees, including School Site Council (SSC), District English Learner Advisory	$3,000,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Committee (DELAC), English Learner Advisory Committee (ELAC), Superintendent's Parent Advisory Committee (SPAC), Community Schools Steering Committee, Community School Site Committees, and Parent-Teacher-Student Associations (PTSA). These inclusive strategies will enhance family-school partnerships, encourage active participation, and ensure all voices, especially those historically underrepresented, contribute meaningfully to school and district decisions.		
2.3	Engaging Parents of SWD	FACES and Community Schools staff, in close partnership with case carriers, program specialists, and school psychologists, will proactively establish, expand, and refine family engagement opportunities specifically designed for families of students with disabilities (SWD). This collaborative effort will emphasize culturally responsive, trauma-informed, and personalized approaches, empowering families by providing targeted support, relevant resources, and effective advocacy strategies. These tailored engagement opportunities will strengthen family-school partnerships, increase parental understanding of special education services, and promote meaningful involvement and collaboration for the academic and social-emotional success of students with disabilities. (Expenditures for this action are included in Action 2.2 and Action 3.2.)	$0.00	No
2.4	Community Schools Model Implementation	District and site staff will implement AUHSD’s Community Schools approach to co-create schools that serve as centers of belonging, wellness, and learning, rooted in the assets and needs of each neighborhood. This approach intentionally partners with students, families, educators, staff, and community organizations to align wraparound supports, strengthen integrated systems of support, and ensure community-rooted instructional practices. Educators will be supported in implementing culturally responsive, trauma-informed, and inclusive instruction that reflects the lived experiences of students and fosters whole-child development. By aligning community partnerships with academic learning and shared leadership structures, the Community Schools model ensures equitable access to opportunities and improved student outcomes across the district.	$4,744,832.09	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Provide and nurture a safe, positive, and inclusive school culture that is responsive to the assets and needs of all students, with specific attention to our district's students who are low income, foster youth and EL (plurilingual).	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Goal 3 was developed to ensure that all AUHSD students, particularly those who are low-income, foster youth, and English learners (plurilingual), feel safe, supported, and connected in their school environments. This goal reflects the district's deep commitment to fostering positive school culture, physical and psychological safety, and whole-child wellness—critical conditions for learning and engagement. Student success cannot be fully realized without addressing the social, emotional, and physical needs that enable learning to occur. Through an equity lens, AUHSD recognizes that for historically underserved student groups, a nurturing and inclusive school culture plays a pivotal role in reducing barriers to academic and social success. Recent student outcome data and educational partner input helped shape this goal. Chronic absenteeism and opportunities to deepen student engagement—particularly among unduplicated student groups—point to a need for stronger relationships, increased mental health supports, and proactive culture-building. Districtwide attendance decreased from 95.2% in 2019–2020 to 91.3% in 2023–2024, with the first semester of 2024–2025 reflecting a modest increase to 92.7%. However, chronic absenteeism remains elevated, with foster youth (50%), students experiencing homelessness (41.2%), English learners (31.2%), and socioeconomically disadvantaged students (26.2%) facing the greatest challenges. These figures highlight a clear need to deepen efforts that re-engage students and families through inclusive, culturally responsive, and community-rooted school environments.

In addition to attendance data, AUHSD has prioritized feedback from students, families, and staff. In multiple LCAP focus groups and surveys, educational partners identified safety, student wellness, and school facility maintenance as critical priorities. Students emphasized the importance of having access to mental health services, trusted adults, and clean, welcoming learning environments. In response, the District continues to invest in campus-wide initiatives that promote belonging and well-being, such as the implementation of school-based mental health services, licensed clinical social workers (LCSWs), campus-wide socio-emotional learning programs, and restorative practices training for staff. Equally important is AUHSD's recognition that physical learning spaces contribute to students' academic and emotional well-being. Upgraded facilities—classrooms, wellness centers, safe gathering spaces, and recreational areas—signal that students are valued, while also promoting a safe, respectful, and engaging learning environment. Educational partner feedback consistently named facilities as an area of concern, and Goal 3 ensures that schools are maintained in good repair and aligned with student wellness goals.

To monitor the effectiveness of this goal, AUHSD uses a variety of metrics including:

-Attendance and chronic absenteeism data (disaggregated by student group)
-Suspension and expulsion rates
-Dropout data
-Student survey responses about school climate, safety, and belonging
-Access to and utilization of socio-emotional and mental health supports
-Participation in culture-building initiatives such as Raising Student Voices and Participation (RSVP)
-Facility inspection data on school sites maintained in “good repair”

These indicators are reviewed in conjunction with student voice and site-level implementation data to ensure actions remain responsive, impactful, and equity-centered. By centering the physical, emotional, and cultural environment of schools, Goal 3 reflects AUHSD’s belief that thriving school communities are built through safe campuses, strong relationships, and a commitment to wellness. The goal not only addresses areas of need, but affirms that every student deserves to learn in an environment where they are seen, heard, and supported to reach their full potential.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Attendance rate	2023-24 91.3% attendance rate	2024-2025 1st Semester: 92.7%		95% attendance rate	1.4% increase in attendance
3.2	Chronic absenteeism rate - District	2022-23 District- 25% SED- 28.9% EL- 33.4% SWD- 36.1% FY- 39.4% 2022-23 District groups in the Red for Chronic Absenteeism: All- 25% EL- 33.4% HOM- 43.9%	2023-24 District- 24.7% SED- 27.4% EL- 34.5% SWD- 39.3% FY- 55.8% 2023-24 District groups in the Red for Chronic Absenteeism: All- 23.2% EL- 31.2%		District- 15% SED- 18% EL- 23% SWD- 26% FY- 29% 2022-23 District groups in the Red for Chronic Absenteeism: All- 15% EL- 23% HOM- 33%	District- 0.3% decrease SED- 1.5% decrease EL- 1.1% increase SWD- 3.2% increase FY- 16.4% increase District groups in the Red for Chronic Absenteeism:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 28.9% SWD- 36.1% AA- 33.2% AI- 31.3% HI- 29.9% PI- 47.6%	HOM- 41.2% SED- 26.2% SWD- 33.9% AA- 27.2% AI- 22.9% HI- 27.3% PI- 26.3% FY- 50% WH- 22.2%		SED- 18% SWD- 26% AA- 23% AI- 21% HI- 19% PI- 37% FY- 40% WH- 15%	All- 1.8% decrease EL- 2.2% decrease HOM- 2.7% decrease SED- 2.7% decrease SWD- 2.2% decrease AA- 6% decrease AI- 8.4% decrease HI-2.6% decrease PI- 21.3% decrease FY- added in Year 1 Outcome; baseline will be available in 26-27 LCAP WH- added in Year 1 Outcome; baseline will be available in 26-27 LCAP
3.3	Chronic Absenteeism rate - School Site	2022-23 Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 33.1% EL- 34.5% Hispanic/Latino- 34.7% Homeless- 50% SWD- 43%	2023-24 Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 33.1% EL- 34.6% Hispanic/Latino- 33.2%		Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students- 30% EL- 30% Hispanic/Latino- 31% Homeless- 47%	Schools and subgroups in the Red for Chronic absenteeism: Ball JHS All students – 0.0% EL – (0.1%) Hispanic/Latino- (1.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White- 47.8% Brookhurst JHS All students- 28.8% EL- 33.9% Hispanic/Latino- 29.5% Homeless- 44.4% SED- 29.9% SWD- 39.1% Dale JHS All students- 29% White- 36.5% Orangeview JHS All students- 29.7% EL- 30.3% Hispanic/Latino- 29.6% SED- 31.3% SWD- 39% White- 44.4% South JHS All students- 32.9% EL- 38.5% Hispanic/Latino- 32.9% Homeless- 60% SED- 33.6% White- 40.8% Sycamore JHS All students- 33.5% EL- 39.1% Hispanic/Latino - 34% Homeless- 50.9% SED-34.4% SWD- 36.3%	Homeless- 41.9% SWD- 38.9% White- 33.3% Brookhurst JHS All students- 30.5% EL- 38.59% Hispanic/Latino- 30.7% Homeless- 50% SED- 32.5% SWD- 38.8% White- 40.5% Dale JHS All students- 27.1% EL- 31.1% Homeless- 45.5% White- 33.9% Lexington JHS SWD- 23.4% White - 17% Orangeview JHS All students- 30.2% EL- 29.7% Hispanic/Latino- 32.1% SED- 31.4% SWD- 37.2% White- 36.5% South JHS		SWD- 40% White- 44% Brookhurst JHS All students- 25% EL- 30% Hispanic/Latino- 26% Homeless- 41% SED- 26% SWD- 36% White- 37% Dale JHS All students- 26% EL- 28% Homeless- 40% White- 33% Lexington JHS SWD- 20% White- 14% Orangeview JHS All students- 26% EL- 27% Hispanic/Latino- 26% SED- 28% SWD- 36% White- 41% South JHS All students- 29% EL- 35% Hispanic/Latino- 29%	Homeless- (8.1%) SWD- (4.1%) White- (14.5%) Brookhurst JHS All students – 1.7% EL – 4.69% Hispanic/Latino – 1.2% Homeless – 5.6% SED – 2.6% SWD – (0.3%) White – (7.3%) Dale JHS All students- (1.9%) EL – (2.8%) Homeless – (4.5%) White- (2.6%) Lexington JHS SWD- no baseline (will be available in 26-27 LCAP) White- no baseline (will be available in 26-27 LCAP) Orangeview JHS All students – 0.5% EL- (8.8%) Hispanic/Latino – 2.5% SED – 0.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Walker JHS All students- 18.7% EL- 24.5% Hispanic/Latino- 24.1% SED- 24.6% Homeless- 50%	All students- 31.2% EL- 35.6% Hispanic/Latino- 31.3% Homeless- 43.9% SED- 32.2% SWD- 39.3% White- 36.4% Sycamore JHS All students- 25.4% EL- 31.3% Hispanic/Latino - 25.4% Homeless- 32.1% SED- 26% SWD- 33.7% Walker JHS All students- 16.2% EL- 25.6% Hispanic/Latino- 21.8% SED- 20% Homeless- no performance color		Homeless- 57% SED- 30% SWD- 36% White- 37% Sycamore JHS All students- 30% EL- 36% Hispanic/Latino- 31% Homeless- 47% SED-31% SWD- 33% Walker JHS All students- 15% EL- 21% Hispanic/Latino- 21% SED- 21% Homeless- 47%	SWD- (1.8%) White- (7.9%) South JHS All students- (1.7%) EL- (2.9%) Hispanic/Latino- (1.6%) Homeless- (16.1%) SED- 5.7% SWD – no baseline (will be available in 26-27 LCAP) White- (4.4%) Sycamore JHS All students- (8.1%) EL- (7.8%) Hispanic/Latino- (8.6%) Homeless- (18.8%) SED- (8.4%) SWD- (2.7%) Walker JHS All students- (2.5%) EL- 1.1% Hispanic/Latino- (2.3%) SED- (4.6%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Homeless- no difference from baseline can be reported because Year 1 Outcome data reported on CA Dashboard is no performance color
3.4	Middle school dropout rate	2022-23 .0006%	2023-24 .0006%		.0006%	No difference from baseline
3.5	High School dropout rate	C/O 2023 4.1% SED-4.2% SWD-6.4% EL-9.3% FY-6.7%	C/O 2024 4.1% SED-4.2% SWD-6.4% EL-9.3% FY-6.7%		2.5% SED- 0.5% SWD- 0.5% EL- 0.5% FY- 0.5%	No difference from baseline SED- baseline will be available in 26-27 LCAP SWD- baseline will be available in 26-27 LCAP EL- baseline will be available in 26-27 LCAP FY- baseline will be available in 26-27 LCAP
3.6	Suspension rate	2022-2023 District-3.8% SED-4.4% SWD-5.5% EL-6.5% FY-13.7%	2023-24 District-4.1% SED-4.7% SWD-6.2% EL-6.6% FY-16.6% (Red Indicator)		District- 2% SED- 2% EL- 3% SWD- 2% FY- 5%	District – 0.3% increase SED – 0.3% increase SWD – 0.7% increase EL – 0.1% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Junior High Schools with Red Indicators: Ball JHS Homeless- 12.5% Dale JHS SWD- 13.3% Orangeview JHS EL- 8.3% White- 15.2% Sycamore JHS Homeless- 14.8% Walker JHS African American/Black- 12.9% High Schools with Red Indicators: Anaheim HS Homeless- 10.3% J. F. Kennedy HS Homeless- 12.7% Savanna HS EL- 6.3% SWD- 7.4%	Junior High Schools with Red Indicators: Ball JHS Homeless- 8.6% LTELs-8.9% SWD-10.0% Dale JHS SWD- 12.5% Orangeview JHS EL- 13.7% LTELs-14.2% White- 3.8% South JHS LTELs-12.6% SWD-10.3% Sycamore JHS Homeless- 5.9% SWD-10.7% Walker JHS African American/Black- 3.3% High Schools with Red Indicators: Anaheim HS Homeless- 7.8% J. F. Kennedy HS		Junior High Schools with Red Indicators: Ball JHS Homeless- 6% LTELs-8.9% SWD-10.0% Dale JHS SWD- 6% Orangeview JHS EL- 4% LTELs-11% White- 7.5% South JHS LTELs- 9% SWD- 7% Sycamore JHS Homeless- 7.5% SWD- 7% Walker JHS African American/Black- 6% High Schools with Red Indicators: Anaheim HS Homeless- 5%	FY – 2.9% increase Junior High Schools with Red Indicators: Ball JHS Homeless – (3.9%) LTELs – no baseline (will be available in 26-27 LCAP) SWD – no baseline (will be available in 26-27 LCAP) Dale JHS SWD – (0.8%) Orangeview JHS EL – 5.4% White – 11.4% LTELs – no baseline (will be available in 26-27 LCAP) South JHS LTELs – no baseline (will be available in 26-27 LCAP) SWD – no baseline (will be

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Homeless- 11.1% Savanna HS EL- 5% SWD- 6.3%		J. F. Kennedy HS Homeless- 6% Savanna HS EL- 3% SWD- 3%	available in 26-27 LCAP) Sycamore JHS Homeless – (8.9%) SWD – no baseline (will be available in 26-27 LCAP) Walker JHS African American/Black – (9.6%) High Schools with Red Indicators: Anaheim HS Homeless- (2.5%) J. F. Kennedy HS Homeless- (1.6%) Savanna HS EL- (1.3%) SWD- (1.1%)
3.7	Expulsion rate	2022-23 0.00%	2023-24 0.00%		0.00%	No difference from baseline
3.8	LCAP Student Survey - Student Knowledge of Mental Health Support	2024 LCAP Student survey 83% agree knowing where to get mental health support, if	2024-25 LCAP Student Survey 85% agree knowing where to get mental health		LCAP Student survey 90% agree knowing where to get mental health	2% increase District- no baseline (will be available in 26-27 LCAP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		needed (i.e. school counselor, social worker, psychologist)	support, if needed (i.e. school counselor, social worker, psychologist) District- 85% SED-85% SWD-84% EL- 88% FY-83%		support, if needed (i.e. school counselor, social worker, psychologist) District- 88% SED-88% SWD-87% EL- 88% FY-86%	SED-no baseline (will be available in 26-27 LCAP) SWD-no baseline (will be available in 26-27 LCAP) EL- no baseline (will be available in 26-27 LCAP) FY-no baseline (will be available in 26-27 LCAP)
3.9	Students receiving direct social emotional and/or mental health services	Fall 2023-24 Students receiving direct services from a Social worker- 2123 students	Fall 2024-25 Students receiving direct services from a Social worker- 1,121 students		Students receiving direct services from a Social worker - 3000 students	Decrease by 1,002
3.10	LCAP Student Survey - Belonging: Students Self- Acceptance	2024 LCAP Student survey 87% of students feel accepted at their school for who they are	2024-25 LCAP Student Survey 90% of students feel accepted at their school for who they are District- 82% SED- 80% SWD- 72% EL- 77% FY- 75%		90% of students feel accepted at their school for who they are District-85% SED-83% SWD-80% EL-85% FY80%	3% increase District- no baseline (will be available in 26-27 LCAP) SED- no baseline (will be available in 26-27 LCAP) SWD-no baseline (will be available in 26-27 LCAP) EL-no baseline (will be available in 26-27 LCAP)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						FY-no baseline (will be available in 26-27 LCAP)
3.11	LCAP Student Survey - Belonging: Resources for Classroom Success	2024 LCAP Student survey 79% get what they need to be successful in all of their classes or more than half of their classes	2024-25 LCAP Student Survey 82% get what they need to be successful in all of their classes or more than half of their classes		82% get what they need to be successful in all of their classes or more than half their classes	3% increase
3.12	LCAP Student Survey - Belonging: Cared and Treated with Kindness	2024 LCAP Student survey 81% are cared for and treated with kindness in all of their classes or more than half their classes	2024-25 LCAP Student Survey 84% are cared for and treated with kindness in all of their classes or more than half their classes District- 84% SED- 83% SWD- 75% EL- 79% FY- 80%		84% are cared for and treated with kindness in all of their classes or more than half of their classes District-87% SED-86% SWD-80% EL-83% FY-83%	3% increase District- no baseline (will be available in 26-27 LCAP) SED- no baseline (will be available in 26-27 LCAP) SWD- no baseline (will be available in 26-27 LCAP) EL- no baseline (will be available in 26-27 LCAP) FY-no baseline (will be available in 26-27 LCAP)
3.13	LCAP Student Survey - Connection: Caring about Other Students	2024 LCAP Student survey	2024-25 LCAP Student Survey		67% care about other students at their school	21% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		64% care about other students at their school	85% care about other students at their school			
3.14	LCAP Student Survey - Connection: An Adult they Trust	2024 LCAP Student survey 69% have at least one adult they can go to at their school to ask for help	2024-25 LCAP Student Survey 84% have at least one adult they can go to at their school to ask for help		72% have at least one adult they can go to at their school to ask for help	15% increase
3.15	LCAP Student Survey - Connection: Teacher Expectations	2024 LCAP Student survey 76% reported their teachers have high expectations for them in all of their classes or more than half their classes	2024-25 LCAP Student Survey 78% reported their teachers have high expectations for them in all of their classes or more than half their classes		79% reported their teachers have high expectations for them in all of their classes or more than half their classes	2% increase
3.16	LCAP Survey - Sense of Safety & CA Healthy Kids Survey	2024 LCAP Survey 52.4% of students state they feel safe while at school	2024-25 CA Healthy Kids Survey 28% safe place for staff (strongly agree) 28% safe place for students (strongly agree) 30% safe place according to parents (strong agree)		70% of students state they feel safe while at school 70% of staff state school is a safe place 70% of parents state school is a safey place	no baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.17	Sense of school connectedness	2024 LCAP Student Survey 87% state they feel connected to their school 69% state they have an adult they can approach	2024 LCAP Student Survey 84% state they feel connected to their school 74% state they have an adult they can approach		65% state they feel connected to their school 85% state they have an adult they can approach	3% decrease 5% increase
3.18	School facilities are maintained in good repair	2023-24 100% of facilities are in good repair as documented by the Facilities Inspection Tool	2023-2024 100% of facilities are in good repair as documented by the Facilities Inspection Tool 2024-25 LCAP Survey Student: 74% agree their school is clean and well-maintained. Parent/Guardian: 91% agree student's school is clean and well-maintained Staff: 84% agree their school site is clean and well-maintained		100% of facilities are in good repair as documented by the Facilities Inspection Tool	no difference from baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

In 2024–25, AUHSD implemented Goal 3 with a strong commitment to fostering a safe, positive, and inclusive school culture that supports the whole child, particularly students who are low income, foster youth, and English learners (plurilingual). Actions focused on increasing access to socio-emotional supports, improving attendance, supporting student mental health, maintaining facilities in good repair, and creating conditions for belonging. A key part of the district's strategy included expanding access to counseling services, social-emotional learning, and wellness centers across school sites.

The district made meaningful progress in student perception data related to school culture. According to the 2024–25 LCAP Student Survey, 90% of students reported feeling accepted at school for who they are—up from 87% the previous year. Additionally, 82% of students reported receiving what they need to be successful in all or most of their classes (up from 79%), and 84% shared that they are treated with kindness in their classrooms (up from 81%). These trends indicate an improved sense of belonging and a more supportive classroom climate across the district.

However, despite some improvements, challenges persisted in student attendance and behavior. While overall chronic absenteeism decreased slightly from 25% in 2022–23 to 24.7% in 2023–24, certain groups—particularly foster youth (55.8%) and students with disabilities (39.3%)—continue to experience disproportionately high rates. Similarly, while the overall suspension rate increased only slightly districtwide (+0.3%), suspension rates for foster youth and English learners rose more significantly (+2.9% and +0.1%, respectively), highlighting the need for more targeted support and restorative practices.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and estimated actual expenditures for this goal. However, some cost increases were observed in the areas of student wellness services and socio-emotional support staffing due to higher-than-expected student needs and demand for mental health resources. These increases were offset by efficiencies in other areas, including facilities maintenance and preventative services, where costs were managed through early planning and effective allocation of staff.

Action 3.1 – Improve Attendance
Estimated actual expenditures were slightly above projections due to increased staffing needs, including overtime and expanded outreach efforts led by Attendance Task Force teams. Additional home visits, recognition programs, and attendance interventions were implemented to support chronically absent students, especially among foster youth and English learners.

Action 3.2 – Mental and Physical Health

Expenditures for this action exceeded budgeted amounts, largely due to the expansion of student wellness services, professional development for staff in restorative practices, and increased student access to school-based mental health supports. The district also utilized additional community partnerships to extend SEL programming and group counseling services.

Action 3.3 – Counseling Support
Estimated actual expenditures were aligned with projections. Counselors expanded access to academic planning, social-emotional support, and A–G tracking, particularly for unduplicated student groups. Funding supported ongoing professional development and the implementation of student success plans and monitoring systems.

Action 3.4 – Upgrade Facilities
Actual expenditures were slightly lower than budgeted amounts due to the timing of district-led projects. Some planned facility upgrades were completed using district maintenance funds, which allowed the school to reallocate LCFF funds toward campus beautification, school climate signage, and student-facing upgrades aligned with safety and wellness goals.

Action 3.5 – Foster Youth Support
Expenditures were slightly higher than projected due to increased outreach efforts and materials provided to support McKinney-Vento and foster youth students. Additional supports included expanded access to academic counseling, SEL interventions, transportation, and basic needs resources such as school supplies and hygiene kits.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

The actions aligned to Goal 3 were largely effective:

Action 3.1 – Socio-emotional and Mental Health Supports: Implementation of wellness centers and increased counselor availability directly contributed to students' sense of acceptance and emotional safety. Increased student reports of kindness and classroom support reflect the success of these services.

Action 3.2 – Attendance and Behavior Interventions: While there was a modest districtwide improvement in chronic absenteeism, foster youth and SWD continue to be overrepresented in this metric. Similarly, school suspension data showed persistently high rates for specific subgroups. This indicates that although the systems in place are effective for many, they are not yet adequately addressing the needs of the most vulnerable students.

Action 3.3 – Facilities in Good Repair: In 2023–24, 100% of district facilities were documented as being in "good repair" according to the Facilities Inspection Tool, demonstrating AUHSD's continued investment in maintaining safe and functional school environments. Perception data from the 2024–25 LCAP Survey further supports this effort: 91% of parents/guardians, 84% of staff, and 74% of students agreed that their school is clean and well-maintained. While there is alignment across stakeholder groups, the lower percentage among students suggests a need to explore student-specific facility concerns and further engage students in the shared responsibility of maintaining a clean and welcoming campus environment. Overall, this action continues to contribute to a positive and inclusive school climate that supports safety, belonging, and learning.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes for the Coming Year (2025–26)
Based on data analysis and stakeholder feedback, the following changes will be implemented:

Expanded Interventions for Foster Youth and SWD: In response to rising chronic absenteeism and suspension rates among these student groups, AUHSD will enhance site-based interventions, including increased mentorship, counseling, and restorative practices tailored to these populations.

Refined Attendance Monitoring Systems: Attendance teams will use more real-time data dashboards and early-warning systems to better identify and intervene with students showing signs of disengagement.

Restorative Practices & Behavior Supports: Additional professional development and site-level coaching will focus on equitable disciplinary practices to reduce disproportionality in suspension rates for EL, FY, and SWD students.

Student Voice & Belonging Initiatives: Given the positive impact of school climate and belonging on student engagement, AUHSD will continue to elevate youth voice through student leadership programs, forums, and surveys, while expanding social-emotional learning initiatives to strengthen the culture of care across all campuses.

These adjustments are aimed at building on progress made while ensuring that all students—particularly the most vulnerable—experience school as a place of safety, belonging, and opportunity.

Changes to Actions for the coming year that resulted from reflections on prior practice:
Action 3.1 was revised to improve clarity and explicitly identify low-income students, foster youth, and English learners (plurilingual) as the focus of targeted attendance supports. The language was refined to emphasize strengthening systems, increasing engagement, and improving student outcomes for these student groups.

Based on reflections from the 2024–25 educational partner engagement process, Action 3.3 (Counseling Support) was revised to explicitly incorporate recommendations from stakeholder focus groups. Educational partners identified the need for expanded counselor access, reduced student-to-counselor ratios, and additional counselor capacity to specifically support dual enrollment, restorative practices, work-based learning, internships, and Career Technical Education (CTE) pathways. These enhancements directly respond to stakeholder input emphasizing personalized academic, social-emotional, and college and career counseling supports for low-income, foster youth, McKinney-Vento, and English learner (plurilingual) students. These targeted revisions will further strengthen equitable student outcomes, graduation rates, and readiness for post-secondary success.
Revised action 3.3:
School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis on low-income, foster youth, and

English learners (plurilingual students), graduate and are prepared for post-secondary options. The District will adopt national counseling standards, provide appropriate professional learning, and monitor implementation; reduce student/counselor ratios by adding counselors where feasible and/or maintaining counselors in order to increase counseling services provided to students; continue to support schools in providing each student with an individualized six-year, student academic plan that is college and career aligned; support a comprehensive transition plan for all 7th- and 9th-grade students (e.g., new student orientations, campus tours, and Link Crew); ensure that McKinney-Vento, foster youth, English learner (plurilingual), and low-income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth are awarded credit for all work completed, including partial credits; expand counselor access across sites to ensure equitable, personalized academic, career, and social-emotional guidance, explicitly focusing on dual enrollment, restorative practices, work-based learning, internships, and Career Technical Education (CTE) pathways, with targeted supports provided specifically for low-income, foster youth, and English learners (plurilingual students); and hire additional counselors to specifically expand academic guidance, college and career counseling, and targeted support for social-emotional learning for all students, prioritizing marginalized subgroups such as foster youth, McKinney-Vento, and low-income students.

Action 3.4 was revised to clarify that facility upgrades are intended to benefit all students by supporting safe, healthy, and inclusive learning environments that contribute to a positive school climate.

Changes to Metrics:
For metric 3.16, there was an error in the 24-25 LCAP survey. The LCAP survey did not include a question on students, parents, and teacher on the sense of safety, however, the LEA used the CA Healthy Kids Survey data to measure students, parents, and teachers sense of safety for the 24-25 school year. For the 25-26 school year, the LEA will include this question in the LCAP survey for students, parents, and teachers. The metric 3.16 and action 3.2 will be used to measure students, parents, and teachers sense of safety.

Enhanced Use of Disaggregated LCAP Survey Data for Targeted Support and Equity:
Reflecting on prior practices and informed by feedback from OCDE, AUHSD recognizes the importance of refining metrics and improving data disaggregation for specific LCAP survey items (Metrics 3.8–3.18) to better capture the experiences and outcomes of socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students. While attendance, chronic absenteeism, and suspension data have consistently been analyzed in a disaggregated manner, this refinement for survey metrics represents a targeted effort to deepen understanding of students' sense of belonging, connectedness, mental health awareness, and perceptions of safety. By implementing this enhanced analysis starting this year and continuing into subsequent years, AUHSD aims to use more precise student voice data to directly inform improvements, identify gaps, and implement targeted interventions, thereby advancing more equitable, responsive, and effective supports for these student groups.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Improve Attendance	District administrators, in collaboration with specialized staff, will strengthen districtwide systems for identifying and supporting students with significant truancy and chronic absenteeism. This action will place a specific emphasis on improving attendance for low-income students, foster youth, and English learners (plurilingual), who face systemic barriers that impact consistent school attendance. Targeted strategies will be used to increase engagement and ensure these students are fully supported to access learning opportunities, stay connected to school, and improve student outcomes.	$8,200,117.00	Yes
3.2	Mental, Physical, Behavioral, and Socioemotional Health	Staff will implement programs and systems to support the mental, physical, behavioral and socioemotional health of students, with an emphasis on low income, foster youth, English learners (plurilingual) students to reduce student suspensions, improve student learning, and promote well-being. The District will: 1) continue to support implementation of MTSS, Capturing Kids Heart and PBIS, which includes increased mental health resources to meet the social and emotional needs of students, 2) continue to offer training on mindfulness and brain aligned strategies for students and staff, 3) continue to develop alternatives to suspension, including restorative practices, and 4) continue to support the District Discipline Committee to look into specific issues such as junior high school suspensions and alternatives to suspension.	$15,213,197.77	Yes
3.3	Counseling Support	School counselors and support staff will develop and implement standards-based school counseling programs that monitor student academic progress, deliver support services, and support the Anaheim Pledge to ensure students, with an emphasis in low income, foster youth, and English learners (plurilingual) students graduate and are prepared for post-secondary options. The District will: 1) adopt national counseling standards, provide appropriate professional learning, and monitor implementation, 2) reduce student/counselor ratio by adding where feasible and/or maintain counselors in order to increase counseling services provided to students, 3) continue to support schools with providing each student with an individualized six-year, student academic plan that is college and career aligned, 4) support a comprehensive transition plan for all 7th- and 9th-grade students (ex. new student orientations, campus	$3,378,553.00	Yes

Action #	Title	Description	Total Funds	Contributing
		tours, and Link Crew), and 5) ensure that McKinney-Vento, foster youth, English learner (plurilingual), low income students are enrolled in appropriate academic programs, including credit recovery, A-G classes, AP classes, summer school, tutoring resources, and transferring youth will be awarded credit for all work completed, including partial credits.		
3.4	Upgrade Facilities	Upgrade and maintain school facilities and address maintenance needs to ensure all students have access to safe, healthy, and inclusive learning environments that support student well-being and promote a positive school climate.	$16,608,628.00	No
3.5	Foster Youth Support	Staff will provide academic and social-emotional support for foster youth and McKinney-Vento students in order to increase student engagement, academic achievement, and post-secondary readiness. The District will: 1) increase course selection and course access for foster youth and McKinney-Vento students, 2) provide additional instructional materials to foster youth and McKinney-Vento students, 3) continue to support and monitor foster youth task force recommendations, 4) increase outreach services for foster youth and McKinney-Vento students, 5) develop mentoring programs for foster youth and McKinney-Vento students, 6) continue to engage a cross-agency, multi-disciplinary educational team to support the educational success of McKinney-Vento and foster youth students, and 7) provide transportation for McKinney-Vento, and foster youth students.	$365,000.00	Yes
3.6	Student Support Programs	The District will continue its efforts, as funding permits to allocate staffing (social workers, counselors, FACES, community school coordinators) for every site specifically to support foster youth and low income (McKinney-vento) students to provide transportation, mentoring programs, supplies, mental health services, and care coordination with outside agencies. (Expenditures for this action are included in Actions 2.2, 3.2, and 3.3).	$0.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Gilbert High School (Continuation) will increase its graduation rate for all students with an emphasis on English learners (plurilingual), homeless, socioeconomically disadvantaged, students with disabilities, and Hispanic/Latino youth by the end of the 2022-2026 academic year. This will be achieved by engaging all students in a curriculum and pedagogy aligned with the current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF), ensuring that students are socially aware, civic-minded, and college and career ready. Progress will be measured quarterly through student's grades, graduation checks through the counseling department, student attendance, English learner progress, college/career indicator and additional student performance metrics in ELA and Math.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal was developed to support students in meeting their graduation requirements and college/career exploratation. One of the strongest sentiments from the feedback from various educational partners was that there is a need to improve the graduation rate for all students while supporting the socialemotional needs of each graduate. It was equally important that Gilbert HS students have career exploration opportunities and access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The following actions reflect this sentiment, as these are the tools that will help students meet graduation requirements and post secondary goals. This goal will be achieved through several targeted actions and metrics, with a focus on engaging students in a curriculum aligned with state standards and the AUHSD Career Systems Preparedness Framework (CPSF).

Social-emotional support and attendance initiatives will play a crucial role in this effort. By providing students with comprehensive mental health resources, counseling, and socio-emotional learning programs, the school aims to address the personal challenges that can impact academic performance and attendance. Improved attendance is directly linked to higher graduation rates, as consistent engagement with the school environment fosters better academic outcomes. The attendance rate will be closely monitored to identify and support students.

Career Technical Education (CTE) preparedness will engage students in practical, career-oriented learning experiences. By offering courses and programs that provide skills and certifications relevant to various industries, students will see the direct connection between their education and future career opportunities.

Professional learning and planning time for teachers will ensure that the curriculum and instructional strategies are effectively implemented. Teachers will receive ongoing professional development aligned with current educational standards and CPSF, equipping them with the tools to deliver high-quality, engaging instruction. This also includes dedicated planning time for teachers to collaborate and refine their teaching practices, which is crucial for addressing the diverse needs of students, particularly English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino students.

Administrative leadership and professional learning are essential for creating a supportive and effective school environment. School leaders at Gilbert HS will engage in professional development to enhance their ability to implement school-wide initiatives, support teachers, and foster a positive school culture. Strong leadership will ensure that all efforts are aligned and that the school's goals are being met.

Metrics such as the graduation rate, College Career Indicator, English Learner Progress Indicator, EL reclassification rates, State Seal of Biliteracy, and State Seal of Civic Engagement will be used to measure progress. These metrics provide a comprehensive view of student success and readiness. The suspension rate will be monitored to ensure a supportive and inclusive environment, while attendance rates will track engagement and identify areas for intervention. Special attention will be given to English learners, socioeconomically disadvantaged students, students with disabilities, homeless students, and Hispanic/Latino and White students to ensure equity in educational outcomes.

By focusing on these actions and metrics, Gilbert High School aims to create a supportive, engaging, and effective educational environment that increases graduation rates and prepares all students to be socially aware, civic-minded, and college and career ready.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Graduation Rate	Gilbert HS C/O 2023 All students - 64.1% EL - 61.6% SED - 64.4% SWD - 66.7% Homeless - 58.9% Hispanic/Latino - 63.9%	Gilbert HS C/O 2024 All students - 80% EL - 78.3% SED - 80.2% SWD - 84.2% Homeless - 81% Hispanic/Latino - 80.1%		All students - 67% EL - 63% SED - 65% SWD - 68% Homeless - 60% Hispanic/Latino - 67%	All students – +15.9% EL – +16.7% SED – +15.8% SWD – +17.5% Homeless – +22.1% Hispanic/Latino – +16.2%
4.2	College/Career	Gilbert HS 2022-23 All students - 2.6% prepared EL - 0.8% prepared SED - 2.7% prepared	Gilbert HS 2023-24 All students - 6.4% prepared		All students - 5% prepared EL - 2% prepared SED - 4% prepared	All students – +3.8% EL – +6.1% SED – +3.8% SWD – (1.2%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD - 3.2% prepared Homeless - 2.3% prepared Hispanic/Latino - 1.1% White - 9.7%	EL - 6.9% prepared SED - 6.5% prepared SWD - 2% prepared Homeless - 4.5% prepared Hispanic/Latino - 6.9% White - 0%		SWD - 4% prepared Homeless - 4% prepared Hispanic/Latino - 2% White - 10%	Homeless – +2.2% Hispanic/Latino – +5.8% White – (9.7%)
4.3	English learner progress indicator (ELPI)	Gilbert HS 2022-23 16.9% making progress towards English proficiency	Gilbert HS 2023-24 13.9% making progress towards English proficiency		20% making progress towards English proficiency	3% decline
4.4	EL Reclassification rate	Gilbert HS 2022-2023 8.1%	Gilbert HS 2023-2024 2.9%		10% reclassification rate	5.2% decline
4.5	State Seal of Biliteracy	Gilbert HS 2022-23 3 number of State Seals of Biliteracy	Gilbert HS 2023-24 3 number of State Seals of Biliteracy		5 number of State Seals of Biliteracy	no difference from baseline
4.6	State Seal of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement	Gilbert HS 2023-24 20 number of State Seals of Civic Engagement		40 number of State Seals of Civic Engagement	no difference from baseline
4.7	Attendance rate	Gilbert HS 2023-24 68.14%	Gilbert HS 2023-24 62.59%		70% attendance rate	5.55% decrease

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.8	Suspension rate	Gilbert HS 2022-23 All students - 3.6% EL - 3.4% SED - 3.7% SWD - 4.8% Homeless - 3.7%	Gilbert HS 2023-24 All students - 1% EL - 0.7% SED - 1% SWD - 1.2% Homeless - 0%		All students - 2% EL - 2% SED - 2% SWD - 3% Homeless - 2%	All students – (2.6%) EL – (2.7%) SED – (2.7%) SWD – (3.6%) Homeless – (3.7%)
4.9	CAASPP ELA results	Gilbert HS 2022-23 All students - 12.37% met or exceeded standard EL - 1.35% SED - 12.57% SWD - 0.00%	Gilbert HS 2023-24 All students - 6.98% met or exceeded standard EL - 1.75% SED - 7.44% SWD - 0.00%		All students - 15% met or exceeded standard EL - 3% SED - 15% SWD - 2%	All students – (5.39%) EL – +0.40% SED – (5.13%) SWD – 0.00%
4.10	CAASPP Math results	Gilbert HS 2022-23 All students - 1.04% met or exceeded standard EL - 0.00% SED - 1.12% SWD - 0.00%	Gilbert HS 2023-24 All students - 0.00% met or exceeded standard EL - 0.00% SED - 0.00% SWD - 0.00%		All students - 3% met or exceeded standard EL - 2% SED - 3% SWD - 2%	All students – (1.04%) EL – 0.00% SED – (1.12%) SWD – 0.00%

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation

In 2024–25, Gilbert High School implemented Goal 4 with a focused, multi-pronged approach to improve graduation outcomes for all students, particularly English learners (plurilingual), socioeconomically disadvantaged youth, students with disabilities, and students experiencing homelessness. The school aligned its work with the AUHSD Career Preparedness Systems Framework (CPSF), emphasizing social-emotional support, attendance, career technical education, and staff professional development.

Across the year, significant gains were made in student outcomes. The graduation rate increased from 64.1% to 80%, with all key student groups showing double-digit improvements. Suspension rates declined across the board, with an overall reduction from 3.6% to 1%. Students experiencing homelessness, who had a 3.7% suspension rate in 2022–23, recorded a 0% suspension rate in 2023–24. These outcomes reflect the impact of targeted supports under Action 4.1, including increased mental health services, mentorship, and attendance outreach.

Career and college readiness metrics also improved. College/Career Indicator (CCI) preparedness rose from 2.6% to 6.4% overall, with English learners increasing from 0.8% to 6.9%, and socioeconomically disadvantaged students from 2.7% to 6.5%. These gains can be attributed to efforts under Action 4.2, including the expansion of the AIME program and hands-on technical learning through the Spyder Lab. However, CAASPP scores in ELA and Math declined or remained flat, with ELA performance dropping from 12.37% to 6.98%, and Math performance falling to 0%. This signals a continued need for academic intervention and instructional refinement.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and estimated actual expenditures for Goal 4. Resources were allocated as planned to support staffing, mental health services, technical equipment for the Spyder Lab, professional learning opportunities, and partnerships. Any slight increases in expenditures for professional development or counseling services were offset by lower-than-expected costs in other categories, such as facility-based investments.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions

Action 4.1 – Social-Emotional Support and Attendance:
This action was highly effective. The significant increase in graduation rates across all student groups and the steep decline in suspension rates are clear indicators of progress. Outreach and wellness services helped build stronger student connections and removed barriers to attendance, particularly for students experiencing homelessness and English learners. However, chronic absenteeism remains a concern, and additional layered support will be explored in the coming year.

Action 4.2 – Career Technical Education (CTE) Preparedness:
The expansion of the AIME program and the embedded use of the Spyder Lab contributed to measurable increases in CCI preparedness. Students gained access to internships, technical training, and career exploration opportunities. The positive impact of this action was particularly evident in the growth seen among EL, SED, and homeless youth. Continued investment in real-world learning experiences will remain a priority.

Action 4.3 – Professional Learning and Planning Time:
Teachers engaged in professional development aligned with the CPSF and state-adopted standards. Planning time supported collaboration and enabled staff to adapt instruction to student needs. However, the drop in CAASPP ELA and Math performance suggests that future learning opportunities should include a greater focus on differentiated instruction, literacy strategies, and foundational skills in mathematics.

Action 4.4 – Administrative Leadership and Professional Learning:
Leadership coaching, conference participation, and professional learning opportunities strengthened the school's capacity to lead transformational work. These efforts supported schoolwide implementation of restorative practices, culturally responsive teaching, and inclusive decision-making. Administrators reported increased confidence in supporting teachers and responding to the academic and social-emotional needs of their students.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes for the Coming Year (2025–26)
As a result of reflection on the past year's outcomes and practices, Gilbert High School will make several key adjustments:

Increase instructional supports in ELA and Math to directly address the decline in CAASPP performance, including intervention blocks, targeted tutoring, and deeper integration of foundational literacy and numeracy strategies.

Expand chronic absenteeism interventions, especially for students with disabilities and English learners, through increased check-ins, restorative circles, and improved data monitoring systems.

Deepen integration of AI tools and digital portfolios aligned with the CPSF to better track student progress, improve feedback, and support college and career readiness.

Continue to refine professional learning structures to emphasize high-leverage instructional practices, culturally responsive pedagogy, and inclusive supports for students with disabilities and multilingual learners.

These refinements are grounded in data and designed to build on the positive momentum in graduation and engagement, while directly addressing academic gaps and equity-based challenges.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Social-emotional support and Attendance	To support the goal of increasing graduation rates and preparing all students to be socially aware, civic-minded, and college and career ready, the Gilbert High School will enhance social-emotional support and attendance initiatives. This will involve implementing a comprehensive program to address the mental health and well-being of students. Additionally, the school will employ strategies to improve attendance, including personalized outreach to students, mentorship programs, and partnerships with community organizations to remove barriers to regular attendance. These efforts will be aligned with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards, ensuring that all students receive the support they need to succeed academically and develop the skills necessary for their future endeavors.	$330,000.00	No
4.2	Career Technical Education (CTE) preparedness	Gilbert High School will expand career and technical preparedness initiatives. This will involve integrating a robust curriculum that aligns with the AUHSD Career Systems Preparedness Framework (CPSF) and current state-adopted standards. Gilbert will provide students with access to diverse career pathways, hands-on technical training, and industry certifications through the embedded implementation of the Spyder Lab. The school will offer real-world learning experiences to ensure that students gain the practical skills and knowledge through the expansion or AIME, which provide internships, apprenticeships, and real-world learning experiences necessary for success in both college and their future careers.	$300,000.00	No
4.3	Professional learning and planning time	Gilbert High School will enhance professional learning and planning time for teachers and staff. This will ensure that teachers are equipped with evidence-based strategies and content knowledge aligned with current state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF). By providing dedicated time for collaborative planning, professional learning, conference attendance and materials, and continuous learning opportunities, Gilbert HS will foster an environment where teachers can share best practices, innovate pedagogical techniques, and tailor instruction to meet the diverse needs of all students, ultimately contributing to higher graduation rates and improved student engagement and academic outcomes.	$130,000.00	No

Action #	Title	Description	Total Funds	Contributing
4.4	Administrative leadership and Professional learning	Gilbert High School will invest in administrative leadership and professional learning, which may include professional coaching for administrators (Awareness in Motion), conference attendance and materials, which may include Learning Forward, Equity Conference, PBIS, CABE, etc. Targeted professional development, leadership training programs, and opportunities for collaborative learning will empower the school's administrators to utilize strategies that support a positive school culture, and a highly engaging core instructional program that addresses the needs of the whole child.	$170,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
5	Polaris Independent Studies will increase its graduation rate from the current baseline by the end of the 2025-2026 academic year. This will be achieved by engaging all students in a curriculum aligned with state-adopted standards and the AUHSD Career Systems Preparedness Framework (CPSF), ensuring that students are socially aware, civic-minded, and college and career ready. Progress will be monitored and measured quarterly through student performance, graduation checks through the counseling department, course completion, and grades. Annual metrics include college/career indicators and student performance in ELA and Math with an emphasis on English learners (plurilingual), Hispanic/Latino, homeless, and socioeconomically disadvantaged students.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal is designed to address student graduation rates and student performance, specifically targeting English Language Arts performance levels where 32.11% Hispanic/Latino students exceeded or met standard and 32.2% socioeconomically disadvantaged students exceeded or met standard. In Math 5.82% of Hispanic/Latino and 5.46% socioeconomically disadvantaged students exceeded or met standard on the CAASPP. Additionally, the goal aims to raise the college/career indicator, which is currently very low for English learners (plurilingual), Hispanic/Latino students, and homeless youth, and to increase the percentage of English learners making progress towards EL proficiency from 19.8%. Progress will be monitored and measured quarterly through student performance assessments, graduation tracking, and surveys on student engagement and preparedness. The goal and actions refelect the input from site level education partners through the site leadership team, district team meetings and the school site council.

To support this goal, Polaris IS will implement a comprehensive College and Career Readiness focus with additional counseling and socio-emotional support. This goal will support targeted academic support and career counseling, helping students navigate their educational and career options effectively.

The increased counseling support will help address students' socio-emotional needs, which is essential for maintaining their engagement and stability within the school.

The metrics used to measure success include college/career indicators, ELA and Math performance levels, and progress in English learner proficiency. Monitoring these metrics will allow the school to identify areas needing improvement and ensure targeted interventions are effective.

By providing robust academic support, academic and career counseling, Polaris IS will equip students with the necessary skills and knowledge for success in post-secondary education and their future careers. This comprehensive approach will foster a generation of well-rounded, socially aware, civic-minded students who are prepared for life's challenges and opportunities.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.1	Graduation rate	Polaris IS 2023 All students - 83.9% EL - 78.7% SED - 83.5% Homeless - 77.2%	Polaris IS 2023-24 All students - 90% EL - 87.8% SED - 90.3% Homeless - 88.9% Hispanic/Latino- 97.9%		All students - 87% EL - 80% SED - 85% Homeless - 79%	All students – +6.1% EL – +9.1% SED – +6.8% Homeless – +11.7% Hispanic/Latino – new in 2023–24 (no baseline to compare)
5.2	College/Career	Polaris IS 2023 All students - 11.9% prepared EL - 0% prepared SED - 11.4% prepared Homeless - 7.3% prepared Hispanic/Latino - 9.2%	Polaris IS 2023-24 All students - 12.8% prepared EL - 3.5% prepared SED - 12% prepared Homeless - 6.8% prepared Hispanic/Latino - 8.7%		All students - 15% prepared EL - 3% prepared SED - 15% prepared Homeless - 9% prepared Hispanic/Latino - 12%	All students – +0.9% EL – +3.5% SED – +0.6% Homeless – (0.5%) Hispanic/Latino – (0.5%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
5.3	English learner progress indicator (ELPI)	Polaris IS 2023 19.8% making progress towards English proficiency	Polaris IS 2023-24 18.8% making progress towards English proficiency		25% making progress towards English proficiency	EL – (1.0%)
5.4	EL Reclassification rate	Polaris IS 2023 4.7% reclassification rate	Polaris IS 2023-24 2.9% reclassification rate		8% reclassification rate	EL – (1.8%)
5.5	State Seal of Biliteracy	Polaris IS 2022-23 2	Polaris IS 2023-24 3		Number of State Seals of Biliteracy 5	increased by 1 student
5.6	State Seal of Civic Engagement	Polaris IS 2023 25	Polaris IS 2024 33		30 number of State Seals of Civic Engagement	increased by 8 students
5.7	CAASPP ELA results	Polaris IS 2022-23 All students- 38.2% Exceeded/Standard Met SED- 32.2% EL-10% LTEL- 0.00% SWD- 14.28% FY- N/A Homeless- N/A Hispanic/Latino- 32.11%	Polaris IS 2023-24 All students- 36% Exceeded/Standard Met SED- 32% EL-3% LTEL- 0.00% SWD- N/A% FY- N/A Homeless- N/A Hispanic/Latino- 30%		All students- 40% Exceeded/Standard Met SED- 35% EL-13% LTEL- 5% SWD- 17% FY- N/A Homeless- N/A Hispanic/Latino- 35%	All students – (2.2%) SED – (0.2%) EL – (7.0%) LTEL – 0.00% Hispanic/Latino – (2.11%) SWD, FY, and Homeless – N/A (no data provided for 2023–24)
5.8	CAASPP Math results	Polaris IS 2022-23 All students- 9.42% Exceeded/Standard Met	Polaris IS 2023-24 All students- 4.27%		All students- 13% Exceeded/Standard Met	All students – (5.15%) SED – (2.46%) EL – (5.26%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SED- 5.46% EL- 5.26% LTEL- 0.00% SWD- 0.00% FY- N/A Homeless- N/A Hispanic/Latino- 5.82%	Exceeded/Standard Met SED- 3% EL- 0% LTEL- 0% SWD- N/A FY- N/A Homeless- N/A Hispanic/Latino1.56%		SED- 8% EL- 8% LTEL- 5% SWD- 5% FY- N/A Homeless- N/A Hispanic/Latino- 8%	LTEL – 0.00% Hispanic/Latino – (4.26%) SWD, FY, and Homeless – N/A (no data provided for 2023–24)

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation
In 2024–25, Polaris Independent Studies implemented Goal 5 with a strategic focus on preparing students for college and career through expanded counseling services, academic supports, and career readiness pathways. The school aligned its work with the AUHSD Career Preparedness Systems Framework (CPSF), offering tailored guidance and socio-emotional supports to address the unique needs of students, particularly English learners (plurilingual), Hispanic/Latino students, homeless youth, and socioeconomically disadvantaged students. Implementation remained consistent with planned actions, with no substantive deviations; however, challenges related to English learner outcomes and CAASPP performance in both ELA and Math persist.

Key successes included a substantial increase in the graduation rate, which rose from 83.9% to 90%, with gains across all key student groups. Homeless youth, for example, improved from 77.2% to 88.9%, and English learners increased from 78.7% to 87.8%. Additionally, 33 students earned the State Seal of Civic Engagement, up from 25 the previous year. However, academic performance metrics showed a slight decline. CAASPP ELA scores dropped from 38.2% to 36% overall, and CAASPP Math scores fell from 9.42% to 4.27%. While the College/Career Indicator showed modest overall growth (+0.9%), several student groups (Hispanic/Latino and homeless youth) saw slight declines in readiness.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and estimated actual expenditures for this goal. Funding was appropriately used to support expanded counseling staff, dual enrollment coordination, and student access to academic and career readiness opportunities. Any slight cost increases—such as additional hours for tutoring or counseling—were balanced by cost savings in materials or partnerships.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions

Action 5.1 – College and Career Readiness:
This action showed clear success in improving graduation rates and providing holistic student supports. The increased counseling services contributed directly to improved student tracking, engagement, and access to resources. Growth in graduation rates among English learners, socioeconomically disadvantaged students, and homeless youth illustrates the impact of this targeted support. Likewise, Polaris continued to offer CTE and college dual enrollment opportunities, contributing to a modest increase in CCI readiness.

However, academic proficiency in both ELA and Math requires further attention. ELA scores declined by (2.2%) overall, and Math by (5.15%), with EL students scoring 0% in Math and only 3% in ELA. The English Learner Progress Indicator (ELPI) also decreased from 19.8% to 18.8%, and the EL reclassification rate fell from 4.7% to 2.9%. These indicators suggest that while the socio-emotional and graduation-focused supports are effective, academic interventions—particularly for multilingual learners—must be intensified.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes for the Coming Year (2025–26)
Reflecting on the past year's implementation and student outcomes, Polaris will make several key adjustments:

Intensify academic interventions in ELA and Math, with targeted tutoring, embedded support in core courses, and increased collaboration with instructional coaches to better support students performing below grade level, particularly multilingual learners and students with disabilities.

Expand English learner support services, including increased access to integrated and designated ELD instruction, progress monitoring tools, and professional development for staff on effective instructional strategies.

Refocus efforts on EL reclassification and proficiency, using individual learning plans, student goal setting, and family engagement to better support EL students on their path to reclassification.

Enhance college and career readiness opportunities, including growing access to dual enrollment, additional CTE pathways, and structured career exploration events aligned with the CPSF.

These changes are driven by both quantitative data and stakeholder input and are intended to ensure Polaris IS continues to support all students in becoming not only high school graduates, but also college, career, and life ready.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
5.1	College and Career Readiness	To support the goal of preparing all students to be socially aware, civic-minded, and college and career ready, Polaris IS will implement a comprehensive College and Career Readiness program with added couseling and socioemotional support. The focus will be on increasing A-G course completion, expanding dual college enrollment opportunities, and ensuring the completion of Career and Technical Education (CTE) pathways. By providing targeted academic support, career counseling, and access to advanced coursework, Polaris will equip students with the skills and knowledge necessary to succeed in post-secondary education and their future careers, fostering a generation of well-rounded, socially aware, civic-minded students who are life ready.	$914,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
6	By the end of the 2025-2026 academic year, Cambridge Virtual Academy (CVA) will enhance students' educational experiences by providing targeted monitoring for students transitioning to online learning, aiming for a reduction in academic difficulties during the transition. CVA will expand opportunities for students to develop their passions by increasing participation in elective courses and extracurricular activities. Professional learning for teachers will be implemented, with 100% of teachers receiving training focused on equity, project-based learning, social-emotional learning, and the virtual learning environment. CVA will continue to deliver the 5Cs—Critical Thinking, Communication, Collaboration, Creativity, and Compassion—and the Career Preparedness Systems Framework, aiming for an improvement in related student performance metrics. Progress will be measured quarterly through counselor check-ins with students, grades, student interviews, engagement levels, and feedback from parents and families.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

This goal was developed to address specific challenges and needs identified within the student population at Cambridge Virtual Academy (CVA). By analyzing student performance data and consulting with educational partners, including teachers, parents, and community members, several key areas were highlighted for improvement. Students transitioning to online learning were experiencing significant academic difficulties. The goal to provide targeted monitoring, personalized check-ins, academic progress tracking, and tailored interventions was established to mitigate these challenges and ensure a smoother transition.

There was a recognized need to increase opportunities for students to explore their passions and engage more deeply with their education. Expanding elective courses and extracurricular activities aims to foster student engagement and motivation, which are critical for academic success.

To enhance the quality of instruction, it was essential to focus on equity, project-based learning, social-emotional learning, and the virtual environment. Providing comprehensive professional learning for teachers ensures they are well-equipped to support diverse learners effectively.

Emphasizing the delivery of the 5Cs—Critical Thinking, Communication, Collaboration, Creativity, and Compassion—and the Career Preparedness Systems Framework addresses the need for students to develop essential skills for college and career readiness.

Additionally, this goal will help address CA Dashboard indicators in Math Academic Performance levels which are currently in the Yellow for all students, and local data such as D/F rates for English and Math, with a greater focus on Math with a 27.27% D/F rate in Spring 2024. By addressing these areas, the goal aims to improve overall student performance, reduce academic difficulties during transitions, and ensure students are well-prepared for their future academic and career endeavors.

The goal was developed in collaboration with CVA educational partners, including teachers, parents, and community members, to ensure it reflects the collective insights and priorities of the CVA community. This collaborative approach ensures the goal is comprehensive and aligned with the actual needs of the students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.1	Graduation rate	C/O 2023 96% graduation rate	C/O 2024 83.3%		98% graduation rate	Graduation Rate – (12.7%)
6.3	CAASPP ELA results	CVA 2022-23 All grades- 63.77% Grade 7- 64% Exceeded/Standard met Grade 8- 45% Exceeded/Standard met Grade 11- 78% Exceeded/Standard met	CVA 2023-24 All grades- 70% Exceeded/Standard met Grade 7- 64% Exceeded/Standard met Grade 8- 63% Exceeded/Standard met Grade 11- 83% Exceeded/Standard met		All grades- 69% Exceeded/Standard met Grade 7- 67% Exceeded/Standard met Grade 8- 48% Exceeded/Standard met Grade 11- 81% Exceeded/Standard met	All grades – +6.23% Grade 7 – 0.00% Grade 8 – +18.00% Grade 11 – +5.00%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
6.4	CAASPP Math results	CVA 2022-23 All grades- 23.96 Exceeded/Standard met Grade 7- 32% Exceeded/Standard met Grade 8- 35% Exceeded/Standard met Grade 11- 41% Exceeded/Standard met	CVA 2023-24 All grades- 41.43% Exceeded/Standard met Grade 7- 27% Exceeded/Standard met Grade 8- 33 % Exceeded/Standard met Grade 11- 63% Exceeded/Standard met		CVA 2022-23 All grades- 30% Exceeded/Standard met Grade 7- 35% Exceeded/Standard met Grade 8- 38% Exceeded/Standard met Grade 11- 44% Exceeded/Standard met	All grades – +17.47% Grade 7 – (5.00%) Grade 8 – (2.00%) Grade 11 – +22.00%
6.5	D/F rates ELA and Math	CVA Spring 2024 (23-24 SY) ELA- 8.69% Math- 27.27%	CVA Fall 2024 (24-25 SY) ELA-12.57% Math-12.57%		CVA Spring 2024 ELA- 6% Math- 20%	ELA – +3.88% Math – (14.70%)
6.6	State Seal of Biliteracy	CVA 2022-23 Number of State Seals of Biliteracy 7	CVA 2023-24 Number of State Seals of Biliteracy 3		Number of State Seals of Biliteracy 10	–4 students (decreased by 4 students)
6.7	State Seal of Civic Engagement	CVA 2022-23 19 State Seals of Civic Engagement	CVA 2023-24 23 State Seals of Civic Engagement		23 State Seals of Civic Engagement	+4 students (increased by 4 students)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

Goal Analysis [2024-25]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Overall Implementation
In 2024–25, Cambridge Virtual Academy (CVA) implemented Goal 6 with a strong focus on supporting students transitioning into the online learning environment, expanding engagement opportunities, and improving instruction in alignment with the 5Cs and the Career Preparedness Systems Framework. Four key actions—targeted student monitoring, creative engagement opportunities, professional learning for staff, and improved communication with families—were implemented as planned, with no major deviations.

Targeted supports through Action 6.1 helped mitigate the academic challenges commonly experienced by students transitioning to virtual learning. Personalized check-ins, academic tracking, and the use of eKadence tools contributed to improved CAASPP performance in both ELA and Math, especially in Grade 11, where ELA scores rose by 5% and Math scores by 22%. The buddy system and executive functioning modules also supported smoother transitions for new students.

Through Action 6.2, CVA broadened its offerings in electives, dual enrollment, clubs, and field experiences. These efforts contributed to higher student engagement, as reflected in the increase in State Seals of Civic Engagement from 19 to 23. However, participation in the State Seal of Biliteracy dropped from 7 to 3, indicating a need to revisit and strengthen support for language development and biliteracy certification.

Action 6.3 focused on enhancing teacher capacity through professional learning. All CVA teachers participated in training on equity, project-based learning, SEL, and virtual classroom strategies. This work supported a 6.23% improvement in overall CAASPP ELA scores and contributed to CVA's shift from Yellow to Green in ELA on the CA Dashboard. Math performance also saw a significant 17.47% increase overall, reflecting stronger instructional practices in the virtual setting.

Action 6.4 strengthened home-school connections through newsletters, online platforms, and consistent virtual communication. Increased family engagement supported a stronger sense of connection and responsiveness to student needs during the year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no significant material differences between budgeted and estimated actual expenditures for Goal 6. Funds were used as intended to support virtual tools (e.g., eKadence), tutoring, elective enrichment, and professional development. Small increases in technology costs were offset by fewer in-person event expenditures due to continued use of virtual formats.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Effectiveness of Specific Actions

Action 6.1 – Targeted Monitoring for Students Transitioning to CVA:
This action was moderately effective. While D/F rates in Math dropped significantly from 27.27% in Spring 2024 to 12.57% in Fall 2024 (a 14.7% improvement), D/F rates in ELA increased by 3.88%. This suggests success in math intervention strategies and a need to revisit support structures in ELA. CAASPP performance gains, especially in Grade 11, reflect the positive impact of academic tracking, tutoring, and student mentoring.

Action 6.2 – Expanding Opportunities for Creative Outlets:
This action was effective in boosting student engagement and connection. The increase in students earning the State Seal of Civic Engagement (+4) reflects broader participation in meaningful, real-world experiences. Continued work is needed to reengage students in biliteracy pathways, given the 4-student decline in the Seal of Biliteracy.

Action 6.3 – Professional Learning for Teachers and Staff:
This action was highly effective. The professional development focus on project-based learning and virtual instruction directly contributed to improved CAASPP outcomes and more equitable classroom practices. Math performance jumped 17.47% overall, and teachers reported greater confidence in implementing SEL strategies and designing engaging virtual lessons.

Action 6.4 – Expanding Communication with Students and Families:
This action was effective in creating a more responsive and connected virtual school culture. Increased communication consistency improved student and parent feedback loops and contributed to better awareness of student progress and available supports.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

Changes for the Coming Year (2025–26)
Based on student outcomes and stakeholder feedback, CVA will make the following adjustments:

Increase ELA instructional supports, including writing labs, integrated literacy scaffolds, and targeted interventions, in response to the rise in D/F rates and to further close achievement gaps.

Expand support for multilingual learners, with more intentional outreach to encourage participation in biliteracy pathways and improve State Seal of Biliteracy attainment.

Formalize student onboarding structures, such as orientation modules and peer mentor matching, to further support successful transitions into online learning.

Enhance elective and enrichment tracking systems to ensure all students are engaging in at least one passion- or interest-based activity during the year.

Continue to refine professional learning, incorporating teacher feedback to ensure ongoing relevance, with deeper focus on formative assessment, feedback cycles, and student-led learning.

These changes are designed to build on the strong foundation of progress already in place, while addressing areas identified for growth in student performance, engagement, and equity.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
6.1	Targeted Monitoring for Students Transitioning to CVA	CVA will enhance support for students transitioning to online learning by providing additional targeted monitoring. This will include personalized check-ins, academic progress tracking, and a buddy system. CVA will provide tailored intervention strategies such as home instruction, tutoring, eKadence schedule builder and executive functioning modules to ensure a smooth transition and sustained academic success.	$150,000.00	No
6.2	Expanding Opportunities for Creative Outlets	CVA will expand opportunities for students to pursue their creative outlets and passions by offering a diverse range of elective courses through eLearning, and dual enrollment programs. Additionally, CVA will develop virtual and in-person workshops, peer mentorship, career exploration, content based activities - cross curricular education cultural days, college awareness field trips, and expand clubs and partnerships with local sites to create more engagement opportunities.	$15,000.00	No
6.3	Professional Learning for Teachers and Staff	CVA will implement comprehensive professional learning opportunities for teachers and staff, focusing on equity practices, project-based learning, social-emotional learning, and effective strategies for the virtual classroom environment. This will ensure that educators are equipped to deliver high-quality, inclusive, and engaging instruction aligned with the 5Cs and the Career Preparedness Systems Framework.	$15,000.00	No

Action #	Title	Description	Total Funds	Contributing
6.4	Expanding Communication with Students and Families	CVA will expand and improve communication modes with students, parents and families to foster a supportive and inclusive community. This will include regular updates, virtual meetings, newsletters, and an enhanced online platform to ensure consistent and effective communication, thereby supporting student engagement and family involvement in the educational process.	$14,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$99,825,339.00	$11,643,802.00

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
32.445%	0.000%	$0.00	32.445%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Learning Plan **Need:** An analysis of AUHSD student achievement data reveals important areas of growth and opportunity in supporting socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students. While the district's overall A–G completion rate is 54.4%, data shows that SED students are	The district-wide professional learning plan (Action 1.1) is principally directed toward building educator capacity through culturally responsive pedagogy, trauma-informed practices, differentiated instruction, and targeted instructional strategies. These efforts will specifically address gaps experienced by SED, FY, and EL students by equipping educators with effective methods to support these students' unique academic, social-emotional, and linguistic needs. This comprehensive professional development strategy	Graduation rates (1.1), Percentage of students who complete at one CTE Pathway (1.24), A-G completion (1.2), College going rates (1.22).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	approaching this benchmark at 50.5%, with promising progress also evident among EL (25.4%) and FY (16.7%) students. Graduation rates demonstrate strong outcomes for several student groups, with SED students (93.2%) and FY (93.3%) aligning with the overall district graduation rate of 93.2%. Continued attention is being placed on further supporting EL (84.7%) and Long-Term English Learners (LTELs, 86.3%) to help close remaining gaps. College-going rate data highlights an opportunity to build on these strengths by expanding targeted instructional practices and professional learning to further empower educators and accelerate success for these student groups. **Scope:** LEA-wide	is intended to directly improve A-G eligibility, graduation rates, and college-going outcomes, ultimately closing the achievement gap and advancing equitable outcomes for all unduplicated student groups. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research: Covey, S. (2015). 4 disciplines of execution. Simon & Schuster. Darling-Hammond, L., Hyler, M. E., & Gardner, M. (2017, June). Effective teacher professional development. Learning Policy Institute. https://learningpolicyinstitute.org/product/effective-teacher-professional-development-report Fullan, M. (2015). The new meaning of educational change (5th ed.). Routledge. Haar, J. M. (2003). Providing professional development and team approaches to guidance. Rural Educator, 25(1), 30-35. Sancar, R., Atal, D., & Deryakulu, D. (2021). A new framework for teachers' professional development. Teaching and Teacher Education, 101, 103305. https://doi.org/10.1016/j.tate.2021.103305 Smith, C., & Gillespie, M. (2007). Research on professional development and teacher change: Implications for adult basic education. In J.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Comings, B. Garner, & C. Smith (Eds.), Review of adult learning and literacy: Volume 7 (pp. 205–244). Routledge. https://doi.org/10.4324/9781003417996	
1.2	**Action:** Effective Instruction **Need:** Analysis of student achievement data and feedback from educational partners highlights important opportunities to deepen support for socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students. AUHSD's 2023–24 CAASPP scores show that while district-wide ELA proficiency was 42.64%, many students—particularly those in the EL (4.67%) and SED (35.85%) groups—are still developing foundational literacy skills. In mathematics, the district-wide proficiency rate was 24.6%, with students with disabilities demonstrating growth potential at 3.1%. These student groups often face overlapping challenges, and their resilience and determination remain a central focus of our work. Additionally, data indicates a need to expand access to rigorous instructional opportunities, civic engagement experiences, and postsecondary preparation—especially in areas such as A–G completion (EL: 25.4%, FY: 16.7%, SED: 50.5%)—to ensure all students benefit from the rich academic and enrichment programs available across AUHSD. These metrics guide ongoing refinement of strategies to ensure every	Action 1.2, "Effective Instruction," is principally directed towards meeting the unique needs of SED, FY, and EL students by specifically targeting instructional methods proven effective for these student groups. While effective instruction is beneficial to all students, this action intentionally focuses district resources, professional learning, and modeling of instructional strategies explicitly tailored to address the educational gaps and barriers experienced by SED, FY, and EL populations. This includes culturally responsive pedagogy, differentiated instruction strategies, scaffolding for language development, targeted literacy and math supports, and intentional integration of student voice and real-world connections through the 5 Cs, civic engagement, and Career Preparedness Systems Framework (CPSF). These purposeful strategies ensure meaningful, equitable access to curriculum and improved educational outcomes specifically for these historically underserved student groups, thus making the action principally directed toward their identified needs. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research: CA English Learner Roadmap: https://www.cde.ca.gov/sp/el/rm/	CAASPP ELA (1.7, 1.9) & Math data (1.8, 1.10), A-G rates (1.2), ELPI (1.18), Access to broad course of study in VAPA (1.13), CTE (1.14), and World languages (1.15).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	student is fully supported in achieving their college, career, and life goals. **Scope:** LEA-wide	California English Language Development Standards: Kindergarten Through Grade 12 (CDE, 2014). Capp M. J. (2017). The effectiveness of universal design for learning: A meta-analysis of literature between 2013 and 2016. International Journal of Inclusive Education, 21(8), 791–807. Davies P. L., Schelly C. L., Spooner C. L. (2012). Measuring the effectiveness of universal design for learning intervention in postsecondary education. Journal of Postsecondary Education and Disability, 26(3), 195–220. Five Essential Practices to Teach Designated ELD & Integrated ELD into Content, SFUSD Multilingual Pathways Department Hammond, Z. (2015). Culturally responsive teaching and the brain: Promoting authentic engagement and rigor among culturally and linguistically diverse students. Novak, K. (n.d.). A guide to Universal Design for Learning (UDL). Novak Education. https://www.novakeducation.com/guide-to-udl Will, M., & Najarro, I. (2022, April 18). What is culturally responsive teaching? Education Week. https://www.edweek.org/teaching-learning/what-is-culturally-responsive-teaching/2022/04	
1.4	**Action:** Technological Resources	Action 1.4 ("Educational Technology Access") is principally directed toward addressing the specific technological access and digital equity gaps faced	Local data: Number of chromebooks and hot spots checked out (1.26).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: AUHSD's recent data and feedback from educational partners underscore the importance of continuing to expand access to technology and digital learning supports for socioeconomically disadvantaged (SED) students. Surveys and family input affirm that while many students demonstrate strong interest and motivation in using digital tools, a number still face structural challenges in consistently accessing reliable devices, internet connectivity, and other essential resources at home. These barriers can affect full participation in learning, especially in environments that increasingly rely on digital platforms. During the 2024–2025 school year, the need for district-issued hotspots among unduplicated students reflected this opportunity for continued investment: 32.2% of English Learners, 25% of students experiencing homelessness (McKinney-Vento), 90.1% of socioeconomically disadvantaged students, 6.1% of foster youth, and 10.7% of students with disabilities were supported with hotspot access. These figures highlight AUHSD's commitment to identifying needs and proactively addressing them through technology equity initiatives, ensuring that all students are empowered to thrive in digital learning environments. **Scope:** LEA-wide	by low-income students. By strategically providing sustainable, reliable, and equitable access to student devices, applications, and robust network infrastructure, this action ensures low-income students can fully engage in high-quality, digitally enriched instruction. Additionally, targeted training and support resources are specifically designed to increase digital literacy, technology proficiency, and confidence among these students. This intentional focus ensures that low-income students have meaningful, equitable opportunities to develop essential 21st-century skills and post-secondary readiness, directly addressing the technology access gap and barriers identified through the district's needs assessment. Education Research: Aguilar, S. J. (2020). Guidelines and tools for promoting digital equity. Information and Learning Sciences, 121(5/6), 285-299. Banerjee, M. (2020). An exploratory study of online equity: Differential levels of technological access and technological efficacy among underserved and underrepresented student populations in higher education. Interdisciplinary Journal of e-Skills and Lifelong Learning, 16, 93-121. Cruz, C. (2021). From digital disparity to educational excellence: closing the opportunity and achievement gaps for low-income, Black and Latinx students. Harv. Latinx L. Rev., 24, 33.	Will add additional question to data to be collected that identifies low-income student group. For the 24-25 school year, the following percentages reflected the need for Hotspots for Unduplicated students: English Learners- 32.2% McKinney Vento- 25% Socio Economically Disadvantaged- 90.1% Foster Youth- 6.10% Students With Disabilities- 10.7%

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		Thomas, S., Howard, N. R., & Schaffer, R. (2022). Closing the gap: Digital equity strategies for the K-12 classroom. International Society for Technology in Education.	
1.5	**Action:** Broad Course of Study **Need:** AUHSD's data analysis and educational partner feedback emphasize the ongoing opportunity to strengthen equitable access to advanced coursework, enrichment programs, and a broad course of study for socioeconomically disadvantaged (SED), foster youth (FY), and English learner (plurilingual) students. While many students across these groups demonstrate resilience and strong postsecondary aspirations, current A–G completion rates (EL: 25.4%, FY: 16.7%, SED: 50.5%) remain below the district average of 54.4%, highlighting areas where targeted supports can enhance participation in rigorous, college-preparatory pathways. Similarly, the district continues to expand access to dual enrollment, Advanced Placement (AP), arts, and Career and Technical Education (CTE) programs, with a focus on ensuring historically underserved students are equitably represented in these opportunities. Increasing participation in these experiences not only supports academic growth but also fosters social development and post-secondary readiness. Additionally, AUHSD is committed to increasing English language proficiency rates among English learners (plurilingual	Action 1.5 ("Broad Course Access and Expanded Opportunities") is principally directed toward meeting the specific needs of SED, FY, and EL students by strategically removing barriers and expanding their equitable access to rigorous coursework, specialized programs, and comprehensive extracurricular opportunities. This action intentionally targets identified gaps by providing and monitoring access to culturally relevant, engaging, and rigorous academic programs including Visual and Performing Arts (VAPA), Science, Technology, Engineering, Arts, Mathematics (STEAM), Regional Occupational Program (ROP), CTE pathways, Dual Enrollment, Dual Language Immersion (DLI), Advanced Placement (AP), International Baccalaureate (IB), civic learning opportunities, and public safety pathways. Additional support through task forces specifically dedicated to foster youth and English learners ensures targeted implementation of recommendations, further reducing barriers these students encounter. By explicitly addressing these gaps through inclusive, differentiated, and targeted support structures, this action ensures unduplicated student groups experience increased access, engagement, and success, directly aligning with their identified educational needs. Education Research:	Students completing dual enrollment courses (1.23), Percentages of students enrolled in VAPA (1.13), CTE (1.14), World Languages (1.15), AP (1.11, 1.28), IB (1.32), DLI (1.33).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	students) through differentiated supports and intentional alignment of resources, especially at schools identified in metric 1.18 of the LCAP. **Scope:** LEA-wide	Crevar, A. (2023). Building Bridges from High School Career Technical Education to Postsecondary and Career Success with CTE Math, Endorsements, and Dual Enrollment. Edmunds, J. A., Grebing, E., Coyle, V., & Rosof, L. (2022). Addressing inequity: Expanding access to college-level courses for high school students. Journal of Education for Students Placed at Risk (JESPAR), 27(4), 297-321. Jeter, R. A. (2024). A Case Study Investigation into Effective Policies, Practices, and Strategies for Recruiting and Program Completion for English Learners in a High School CTE Program (Doctoral dissertation, Florida Gulf Coast University). Mathias, J. R. (2022). Dual Enrollment and Career and Technical Education in California: Participation, Access, and College and Career Readiness Under Common Core and Multiple Measures Accountability. University of California, Davis.	
1.7	**Action:** Instructional Options **Need:** After assessing the needs, conditions, and circumstances of low income, foster youth, English learner (plurilingual) students, we learned that there is a difference in outcomes for graduation rates, A-G completion, and college preparedness. By implementing non-traditional instructional options such as flexible learning opportunities and diverse course	This action supports the District's efforts to provide numerous instructional options for students. While these options are available to all students, this action will ensure that unduplicated student groups are prioritized for placement. This action specifically addresses needs identified through AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis. Education Research:	A-G rates (1.2), CTE Pathway completion (1.24), Dual Enrollment (1.23), College/Career Readiness (1.27).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	offerings, the District aims to provide tailored support to unduplicated students, ultimately improving graduation rates, state assessment scores, CTE pathway completion, Dual Enrollment, and A-G eligibility. Disparity in District- 49.3% and student groups in College/Career Readiness: SED- 45.9%, primarily EL, FY, SED: EL- 16.7%, SWD- 13.2%, FY- 17.8%. **Scope:** LEA-wide	Francisco, C. (2020). Effectiveness of an online classroom for flexible learning. International Journal of Academic Multidisciplinary Research (IJAMR), 4(8), 100-107. Hart, C. M., Linden, R., Jacob, B., & Loeb, S. (2023). Online course-taking and expansion of curricular options in high schools. Peabody Journal of Education, 98(1), 26-48. Hartnett, M. (2020). Flexible and distance learning. Encyclopedia of education and information technologies, 769-779. Kilag, O. K. T., Lechadores, V. M. B., Tolin, J. E., Pahayahay, D. Q., Torrefiel, A. P., & Calzada, J. R. D. (2023). Moving beyond the new normal: Understanding Flexible Learning Options (FLOs) on the parameters of Basic Education Learning Continuity Plan (BE-LCP). Science and Education, 4(2), 866-873.	
1.9	**Action:** Increase Work Experience **Need:** AUHSD's unduplicated students—particularly low-income students, English learners (plurilingual), and foster youth—bring diverse strengths, talents, and lived experiences that enrich our school communities. To ensure these students are fully supported in exploring and pursuing postsecondary opportunities aligned to their interests and aspirations, AUHSD continues to identify growth areas	This LEA-wide action supports all students while specifically addressing the unique needs and aspirations of unduplicated pupil groups through intentional design and implementation. Through Anaheim's Innovative Mentoring Experience (AIME), district staff will expand access to work-based learning, mentorship, and internship opportunities by strengthening partnerships with industry, nonprofit, and community-based organizations. These partnerships are intentionally developed to reflect the cultural and geographic diversity of AUHSD's student population, ensuring relevance and representation in the experiences provided.	CTE Pathway Completion Rates, disaggregated by low-income, English learners, and foster youth (Metric 1.24) Participation in AIME work-based learning and internship programs, disaggregated by subgroup (Metric 1.25) College and Career Indicator (CCI)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	related to career readiness and access to real-world learning experiences. According to the 2024 CA Dashboard and district data: The College and Career Indicator (CCI) shows 43.1% of all students were prepared; however, there is a significant growth opportunity in supporting Hispanic students (8.7%), homeless youth (6.8%), and students with disabilities (2%), all of whom are currently in the Red performance band. CTE pathway completion is a strategic area of expansion, with 6.8% of students completing a pathway. Increasing participation—especially for low-income and English learner students—will strengthen alignment between student interests, technical skills, and postsecondary success. Internal data also show that participation in dual enrollment, AIME mentorship, and structured internship programs is lower for foster youth and students experiencing housing instability. Removing barriers such as transportation and access to individualized planning can increase their engagement and success in these opportunities. Only 6.9% of EL students and 4.5% of homeless students were identified as college and career ready in 2024, compared to 12.8% for all students, signaling a need to continue building structures that connect students to	In alignment with the Career Preparedness Systems Framework (CPSF), AIME activities help students build both technical and 21st-century skills while reflecting on their purpose, voice, and potential career goals. The program also includes targeted outreach and individualized support to increase participation among English learners, foster youth, and low-income students. Additionally, AUHSD will seek external funding to expand scholarship opportunities that remove financial barriers to internship participation and access to postsecondary pathways. Implementing this action on an LEA-wide basis is the most effective use of funds because it builds shared infrastructure, leverages centralized systems (such as scholarship management and postsecondary planning), and ensures equity of opportunity across all school sites. While all students benefit, unduplicated students gain improved access to the supports, networks, and planning tools necessary to graduate with a clearly articulated and actionable postsecondary plan. This action is informed by best practices from the Linked Learning and College & Career Pathways literature, which emphasize the importance of integrating academic learning with real-world application, especially for historically underserved student populations. Education Research:	performance, disaggregated by unduplicated pupil groups (Metric 1.27) LCAP Student Survey - AIME (Anaheim's Innovative Mentor Experience), disaggregated by subgroup (1.34) AIME (Anaheim's Innovative Mentor Experience) Participation Count by Tier (total number of unduplicated students participating in each Tier) (1.35)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	pathways aligned with their strengths and career goals. Educational partner feedback has consistently emphasized the importance of mentorship, exposure to professional environments, and access to career-connected learning for all students, especially those who may not traditionally have access to such opportunities. These insights have shaped AUHSD's commitment to expanding and refining work-based learning through AIME. **Scope:** LEA-wide		
2.1	**Action:** Increase Parent Engagement **Need:** Analysis of AUHSD educational partner feedback and survey data highlights that families of socioeconomically disadvantaged (SED), English learners (EL), students experiencing homelessness, and foster youth (FY) often encounter unique barriers to school engagement. These barriers include language and cultural differences, limited familiarity with navigating the educational system, and challenges related to housing and economic stability. For example, family surveys and community input revealed lower levels of comfort and participation among families of EL and FY students in traditional school engagement activities due to language	Action 2.1 ("Increase Parent Engagement") is principally directed toward addressing the unique and specific needs of SED, EL, homeless, and FY families by implementing parent engagement strategies intentionally designed to overcome these identified barriers. The strategies differ significantly from general parent engagement approaches by providing targeted multilingual communication, culturally responsive family advocacy training (such as Disciplina Positiva and Parent Leadership Academies), and trauma-informed practices tailored to the lived experiences of these families. Personalized community outreach, flexible scheduling, embedded mindfulness practices to support social-emotional wellness, Parent Learning Walks, and workshops specifically addressing educational navigation (Ready Set Go workshops) further differentiate this action from general parent engagement efforts.	Parent and family participation rates at targeted engagement events (Ready Set Go workshops, Disciplina Positiva, Parent Leadership Academies, Parent Learning Walks), specifically monitoring increases among SED, EL, foster youth, and housing-insecure families. (2.1) Parent and family responses on the LCAP Survey regarding awareness and understanding of the

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	barriers, cultural disconnect, and inconsistent communication strategies. Additionally, SED and families facing housing challenges, reported barriers related to transportation, scheduling conflicts, and access to basic resources that affect their ability to consistently engage in school activities and advocate effectively for their students' needs. **Scope:** LEA-wide	These tailored supports directly address the unique conditions and needs identified through stakeholder feedback, empowering these families to build trust, deepen family-school relationships, and confidently advocate for their children's academic and social-emotional success. Education Research: Cuba, M. J., Waters, C., & de Oliveira, L. C. (2024). Empowering Multilingual Families by Reconceptualizing Family Engagement. Journal of English Learner Education, 16(2), 5. Epstein, J.L., et.al (2008) School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools,California Department of Education (2014). PTA National Standards for Family-School Partnerships website Strategies for Connecting Content & Language for English Language Learners, Shell Education (2017). Grant, K. S. L. Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family-School Partnerships. Advancing Culturally Responsive and Socially Just Approaches to Multilingual Family-School Partnerships. Grant, K. S. L., Lee, V. J., Hoekje, B., & Escalante, K. (2022). Bridging multilingual families and schools: Cultural brokering as social justice leadership practice. Journal of family diversity in education, 5(1), 37-58.	Anaheim Union Educational Pledge (2.2) Parent and family survey responses indicating awareness and understanding of their student's Six-Year Plan (2.3) LCAP Parent & Family Survey data evaluating perceived relevance, accessibility, and cultural responsiveness of engagement activities, explicitly disaggregated for SED, EL, foster youth, and homeless families. (2.4) Levels of parent input, involvement, and voice in district and school decision-making processes (2.7) These targeted metrics will allow AUHSD to monitor the effectiveness of specifically tailored engagement strategies, informing ongoing adjustments to improve outcomes and deepen engagement with unduplicated pupil groups.

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		Housel, D. A. (2020). Supporting the Engagement and Participation of Multicultural, Multilingual Immigrant Families in Public Education in the United States: Some Practical Strategies. School Community Journal, 30(2), 185-209. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53. Suh, S., & Michener, C. J. (2024). Collaborative advocacy for multilingual learners: Developments from coursework into practice. TESOL Journal, 15(4), e827.	
2.2	**Action:** Family and Community Engagement Specialists (FACES) Support **Need:** Analysis of AUHSD student outcome data highlights clear opportunities to strengthen achievement, engagement, and access for socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and students experiencing homelessness. These student groups bring valuable cultural, linguistic, and lived experiences to our schools, and ensuring they have equitable access to opportunities remains a districtwide priority. For example, A-G completion rates for EL (25.4%), FY (16.7%), and SED (50.5%) students reflect areas where targeted academic supports and increased guidance can make a powerful difference, compared to	Action 2.2 ("Family and Community Engagement Specialists (FACES) Support") directly addresses the identified academic and attendance needs of socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and housing-insecure students by providing targeted, culturally responsive, trauma-informed family support. By strategically deploying FACES specialists and translators who deliver multilingual communication, tailored parent education workshops, and personalized outreach, the District specifically engages families who face language barriers, cultural differences, and logistical challenges. This targeted support empowers families to better navigate educational systems, advocate effectively for their children's educational needs, and become actively involved in the educational process, thus directly contributing to improvements in student achievement,	Specifically track attendance rates and growth in participation among socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and housing-insecure families through Attendance at parent and family engagement events (2.1 & 2.2) Measure and analyze survey responses to evaluate perceptions of relevance, cultural responsiveness, and accessibility of engagement events, explicitly disaggregated for

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	the district average of 54.4%. Similarly, CAASPP proficiency rates show that English learners are continuing to build literacy and math skills, with 4.67% proficiency in ELA and 2.73% in Mathematics—underscoring the importance of scaffolding academic language development and providing culturally responsive instruction. Chronic absenteeism data also presents an opportunity for greater wraparound support: 50% of foster youth, 31.2% of English learners, and 41.2% of students experiencing homelessness were identified as chronically absent, signaling the need to enhance outreach, build stronger relationships with families, and reduce barriers to regular attendance. Extensive research on family and community engagement affirms that when families are empowered to participate meaningfully in their child's education, student outcomes improve across academic, behavioral, and emotional domains. In AUHSD, expanding tailored family engagement opportunities—particularly for families of ELs, FY, and SED students—creates essential pathways for connection, advocacy, and support. This action is grounded in the belief that every family wants the best for their child and, when provided with accessible tools, resources, and culturally responsive engagement, they become powerful partners in supporting student success. **Scope:**	attendance, and overall academic success for these student groups. AUHSD provides this action on an LEA-wide basis because these identified needs are prevalent across multiple school sites and student populations districtwide. Implementing districtwide ensures equitable access to these essential resources and supports, maximizes impact through coordinated efforts, and promotes systemic consistency and responsiveness. This comprehensive, inclusive approach strengthens family-school-community partnerships districtwide, benefiting all students while specifically addressing the unique circumstances and identified barriers of the district's unduplicated pupil groups. Education Research: Banerjee, R., Miller, G. E., & Arthur-Stanley, A. (2021). Targeted and Intensive Family-School-Community Partnering. In Advances in Family-School-Community Partnering (pp. 75-103). Routledge. Bellamy, T., Krishnamoorthy, G., Ayre, K., Berger, E., Machin, T., & Rees, B. E. (2022). Trauma-informed school programming: A partnership approach to culturally responsive behavior support. Sustainability, 14(7), 3997. Freking, K. (2024). Parent and Community Involvement in Schools. Meléndez Guevara, A. M., Lindstrom Johnson, S., Elam, K., Hilley, C., Mcintire, C., & Morris, K.	SED, EL, FY, and housing-insecure families through LCAP Parent & Family Survey – Relevance of Events (2.4) Evaluate family perceptions regarding clarity, frequency, multilingual availability, and usefulness of school and district communication, with targeted analysis of responses from SED, EL, FY, and housing-insecure families through LCAP Parent & Family Survey – Effectiveness of Communication (2.6) Monitor the degree to which families, particularly SED, EL, FY, and housing-insecure families, report meaningful opportunities for involvement and actual participation in decision-making processes at both the school and district level through LCAP Parent & Family Survey – Family Input and Participation in Decision-Making (2.7)

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	LEA-wide	(2021). Culturally responsive trauma-informed services: A multilevel perspective from practitioners serving Latinx children and families. Community Mental Health Journal, 57, 325-339. Miller, G. E., Arthur-Stanley, A., & Banerjee, R. (2021). A Multitiered Framework for Family-School-Community Partnering. In Advances in Family-School-Community Partnering (pp. 3-23). Routledge. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53.	
2.4	**Action:** Community Schools Model Implementation **Need:** AUHSD's unduplicated student groups—particularly low-income students, English learners (plurilingual), and foster youth—bring a wealth of strengths, perspectives, and cultural assets to the school community. At the same time, data from the California Dashboard and local surveys indicate that systemic barriers and opportunity gaps have contributed to disparities in academic outcomes, attendance, and access to social-emotional supports. Qualitative data gathered through AUHSD's Community Schools Needs and Assets Survey, focus groups, and LCAP educational partner meetings indicate that many families of unduplicated pupils face significant barriers to accessing school-based	The Community Schools model is implemented LEA-wide to create system-level conditions that remove barriers to learning and provide targeted, integrated supports for unduplicated pupils. This model co-locates wraparound services—such as mental health counseling, food distribution, college and career support, tutoring, and mentoring—on school campuses, making them more accessible to students and families who need them most. Community Schools sites also build staff capacity in trauma-informed care, culturally responsive instruction, and inclusive schoolwide practices. These professional learning structures ensure that educators are equipped to meet the complex needs of unduplicated students and foster a school culture grounded in equity, belonging, and whole-child development. Providing this action on an LEA-wide basis ensures that the infrastructure, supports, and	Graduation Rates and A–G Completion Rates, disaggregated by low-income students, English learners (plurilingual), and foster youth (1.1) College/Career Readiness disaggregated by unduplicated pupil group (1.27) Number of Families Served through Community Schools Wraparound Services (e.g., food, clothing, housing, mental health), tracked by student group affiliation (2.1)

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	resources, navigating academic systems, and feeling connected to school environments. Stakeholders identified a strong need for integrated supports that address both academic and non-academic barriers, such as mental health, housing instability, food insecurity, and limited access to enrichment and college/career readiness resources. **Scope:** LEA-wide	strategies of the Community Schools model are embedded across all schools, even those with varying concentrations of unduplicated pupils. While these strategies benefit all students, they are specifically designed to accelerate access and improve outcomes for unduplicated student groups by providing services that go beyond what is available to all students. For example, Community School Coordinators are responsible for identifying and addressing site-specific gaps in services for ELs, foster youth, and low-income students, while ensuring that culturally responsive engagement and family voice are central to site-level decision-making. This action reflects the most effective use of LCFF funds because it is grounded in national research demonstrating the effectiveness of the Community Schools model in closing opportunity gaps, improving academic outcomes, and increasing attendance and graduation rates for high-need student populations. The design is supported by AUHSD's own implementation data, which show strong increases in student and family participation, access to services, and a growing network of integrated community partnerships. Education Research: Blank, M. J., Melaville, A., & Shah, B. P. (2003). Making the difference: Research and practice in community schools. Coalition for Community Schools, Institute for Educational Leadership, 1001 Connecticut Avenue, NW, Suite 310, Washington, DC 20036.	Chronic Absenteeism Rates, disaggregated by low-income students, English learners (plurilingual), and foster youth (3.2, 3.3) LCAP Parent and Student Survey Data on sense of belonging, access to services, and engagement, disaggregated by unduplicated pupil groups where available (3.10, 3.11, 3.12, 3.13, 3.14, 3.15, 3.16, 3.17)

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		California Department of Education. (n.d.). Community schools. https://www.cde.ca.gov/eo/in/ts-communityschools.asp California Teachers Association. (n.d.). Community schools. https://www.cta.org/our-advocacy/issues/community-schools Coalition for Community Schools. (n.d.). Home. Institute for Educational Leadership. https://www.communityschools.org/ Maier, A., Daniel, J., Oakes, J., & Lam, L. (2017). Community Schools as an Effective School Improvement Strategy: A Review of the Evidence. Learning Policy Institute. National Education Association. (n.d.). What are community schools? https://www.nea.org/student-success/great-public-schools/community-schools/what-are-they Oakes, J., Maier, A., & Daniel, J. (2017). Community schools: An evidence-based strategy for equitable school improvement. National education policy center. Quinn, J., & Blank, M. J. (2020). Twenty years, ten lessons: Community schools as an equitable school improvement strategy. VUE (Voices in Urban Education), 49(2), 44-53.	
3.1	**Action:** Improve Attendance **Need:**	Action 3.1 ("Improve Attendance") specifically addresses these identified attendance gaps by implementing targeted, proactive strategies designed explicitly for SED, EL, and FY students.	School Attendance Rates (Metric 3.1): Measure overall student attendance rates with

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	AUHSD's chronic absenteeism data from the 2023–2024 school year highlights an important opportunity to strengthen attendance supports for specific student groups who may face unique challenges outside of the classroom. Students identified as socioeconomically disadvantaged (26.2%), English learners (31.2%), and foster youth (50%) demonstrated higher rates of chronic absenteeism compared to the district average of 23.2%. These figures reflect the complex realities many of these students navigate—such as housing transitions, language acquisition, and resource limitations—that can impact daily attendance. Rather than framing these as deficits, AUHSD views these trends as a call to action to expand culturally responsive, community-rooted solutions that build stronger connections between students, schools, and families. With appropriate supports—such as outreach, mentorship, wellness services, and trusted adult relationships—students in these groups demonstrate strong resilience, leadership, and growth. Improving attendance for these student groups will further unlock their potential and ensure they have equitable access to the full range of educational opportunities AUHSD offers. **Scope:** LEA-wide	Strategies include personalized outreach and case management by specialized attendance staff, multilingual family communication to eliminate language barriers, culturally responsive attendance interventions that build trust and relationships with families, home visits and direct engagement for foster youth and families facing housing instability, and early identification systems that quickly flag attendance issues. These strategies specifically tackle the unique attendance barriers faced by SED, EL, and FY students, proactively supporting families in addressing root causes and reducing chronic absenteeism. AUHSD provides these targeted attendance supports on an LEA-wide basis due to the district-wide prevalence of these barriers and attendance challenges, ensuring equitable and consistent access to these critical interventions and resources. This districtwide approach ensures coordinated, responsive, and consistent support across all schools, directly promoting equitable improvements in attendance and overall academic success for identified student groups. Education Research: Best Practices Guide For Developing a District System to Improve Education Outcomes for Youth in Foster Care: chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://allianceforchildrensrights.org/wp-content/uploads/Education_DistrictBestPracticesGuide_Final.pdf Eklund, K., Burns, M. K., Oyen, K., DeMarchena,	disaggregated data specifically tracking socioeconomically disadvantaged (SED), English learner (EL), and foster youth (FY) students to monitor progress and effectiveness of attendance interventions and targeted supports. Chronic Absenteeism Rates (Metrics 3.2, 3.3): Track chronic absenteeism rates explicitly by student group (SED, EL, FY, and other identified groups) to determine the effectiveness of tailored attendance interventions, personalized outreach, and support strategies. Middle and High School Dropout Rates (Metric 3.4): Evaluate dropout rates among SED, EL, FY, and other identified student groups to measure effectiveness of targeted interventions aimed at maintaining student engagement, attendance, and successful transitions

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		S., & McCollom, E. M. (2022). Addressing chronic absenteeism in schools: A meta-analysis of evidence-based interventions. School Psychology Review, 51(1), 95-111. Family Engagement Toolkit, Continuous Improvement Through an Equity Lens (CDE, 2017). Epstein, J.L., et.al (2008) Foster Youth Education Toolkit: https://allianceforchildrensrights.org/resources/foster-youth-education-toolkit/ CA Foster Youth Education Resource Hub: https://www.cdss.ca.gov/inforesources/californiafoster-youth-education-resource-hub Getting Smart. (2025, April 8). From chronic absenteeism to the new absenteeism: Five profiles of youth engagement. https://www.gettingsmart.com/2025/04/08/from-chronic-absenteeism-to-the-new-absenteeism-five-profiles-of-youth-engagement/ Jensen, E. (2013) Engaging Students with Poverty in Mind: Practical Strategies for Raising Achievement. Kearney, C. A., & Graczyk, P. A. (2020). A multidimensional, multi-tiered system of supports model to promote school attendance and address school absenteeism. Clinical child and family psychology review, 23(3), 316-337. O'Toole, C., & Ciric, T. (2024, December). Compassion, collaboration and cultural-responsiveness: Insights on promoting successful	between grades and schools. Graduation Rates (Metric 1.1): Monitor graduation rates disaggregated by student group (SED, EL, FY, and other identified groups) to assess the overall effectiveness of attendance interventions and other related support services designed to improve student outcomes and completion rates.

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		pathways through education for students who face school attendance barriers. In Frontiers in Education (Vol. 9, p. 1456388). Frontiers Media SA. School, Family, and Community Partnerships: Your Handbook for Action. Family Engagement Framework: A Tool For California Schools, California Department of Education (2014). PTA National Standards for Family-School Partnerships website Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support.	
3.2	**Action:** Mental, Physical, Behavioral, and Socioemotional Health **Need:** AUHSD's suspension data and educational partner input highlight meaningful opportunities to strengthen school-based wellness systems and restorative practices for student groups who may be navigating heightened social-emotional, behavioral, or mental health challenges. In the 2023–2024 school year, suspension rates for foster youth (13.7%), English learners (6.5%), and socioeconomically disadvantaged students (4.4%) were higher than the districtwide average of 4.1%. These patterns underscore the need for proactive, relationship-centered supports that affirm students' strengths while addressing the external circumstances that may influence behavior and engagement.	Action 3.2 ("Mental, Physical, Behavioral, and Socioemotional Health") specifically addresses these identified disparities by implementing targeted, culturally responsive, and trauma-informed programs. This includes expanded implementation of Multi-Tiered Systems of Support (MTSS), Capturing Kids' Hearts, and Positive Behavioral Interventions and Supports (PBIS), all of which provide differentiated and individualized interventions for SED, EL, and FY students. Additionally, targeted mental health supports, mindfulness practices, and brain-aligned strategies directly respond to these students' unique social-emotional needs, supporting emotional regulation, conflict resolution, and positive school engagement. Restorative practices and alternatives to suspension specifically address disproportionate disciplinary rates, providing equitable and effective responses to student behaviors and improving overall student well-being.	LCAP Student Survey – Student Knowledge of Mental Health Support (Metric 3.8) - Measure awareness and access to mental health resources, specifically analyzing responses from SED, EL, and FY student groups to ensure targeted outreach and support effectiveness. Students Receiving Direct Social-Emotional and/or Mental Health Services (Metric 3.9) - Track and report the number and percentage of SED, EL, and FY students specifically receiving direct mental health and social-

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	Stakeholder feedback affirms the district's commitment to meeting students' holistic needs through trauma-informed, inclusive, and culturally responsive practices. Rather than viewing behavior through a punitive lens, AUHSD recognizes the importance of fostering belonging, building positive relationships, and equipping students with the social-emotional tools necessary to thrive. These insights guide the district's investment in counseling services, mental health supports, staff professional development, and student-led initiatives—all designed to promote safe, inclusive learning environments and empower students to lead with purpose and self-awareness. **Scope:** LEA-wide	AUHSD provides these strategies on an LEA-wide basis because suspension and social-emotional disparities exist across multiple school sites and affect multiple student populations districtwide. Implementing these evidence-based strategies uniformly ensures equitable access to high-quality mental health resources, consistent behavior interventions, and systemic improvements in school climate, directly benefiting all students while addressing the distinct needs of the district's unduplicated pupil groups. Education Research: Bridges, J. (2021). The Effect Capturing Kids Hearts Program Has on Building Relationships (Doctoral dissertation, University of Louisiana at Monroe). Luthar, S. S., & Mendes, S. H. (2020). Trauma-informed schools: Supporting educators as they support the children. International Journal of School & Educational Psychology, 8(2), 147-157. Mahoney, J. L., Weissberg, R. P., Greenberg, M. T., Dusenbury, L., Jagers, R. J., Niemi, K., ... & Yoder, N. (2021). Systemic social and emotional learning: Promoting educational success for all preschool to high school students. American Psychologist, 76(7), 1128. Stroul, B.A. & Blau, G.M. (Eds.) (2008) The System of Care Handbook: Transforming Mental Health Services for Children, Youth and Families.	emotional interventions and support. LCAP Student Survey – Sense of Belonging (Metrics 3.10, 3.11, 3.12) - Evaluate students' reported sense of belonging at school, explicitly disaggregating responses from SED, EL, and FY student groups to monitor effectiveness of targeted socioemotional supports and inclusive practices. LCAP Student Survey – Connection to School and Adults on Campus (Metrics 3.12, 3.13, 3.14, & 3.15) - Analyze survey responses regarding students' feelings of connection to peers, adults, and the overall school community, with focused attention on differences or gaps in reported connection levels among SED, EL, and FY students. LCAP Student, Parent, Staff Survey – Sense of Safety (Metric 3.16) -

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		Sugai, G., & Horner, R. (2006) A Promising Approach for Expanding and Sustaining Schoolwide Positive Behavior Support. Simonsen, B., Robbie, K., Meyer, K., Freeman, J., Everett, S., & Feinberg, A. (2021). Multi-Tiered System of Supports (MTSS) in the classroom. Center on Positive Behavioral Interventions and Supports.	Monitor perceptions of school safety, explicitly disaggregating data for SED, EL, and FY students to assess the impact of trauma-informed practices, restorative justice strategies, and overall effectiveness in creating a safe, inclusive, and supportive school environment for these student groups.
3.3	**Action:** Counseling Support **Need:** AUHSD's academic and post-secondary readiness data reveal continued opportunities to strengthen support systems that ensure all students—especially English learners (EL), foster youth (FY), and socioeconomically disadvantaged (SED) students—graduate ready for college, career, and life. For instance, while the district-wide graduation rate stands at 93.2%, graduation rates for EL students (84.7%) reflect positive momentum but also indicate areas where additional support can further accelerate growth. Similarly, A–G completion rates for EL (25.4%) and FY (16.7%) students present opportunities to expand access to rigorous coursework and individualized planning aligned with student goals and strengths.	Action 3.3 directly addresses the identified academic, graduation, and post-secondary readiness gaps of socioeconomically disadvantaged (SED), foster youth (FY), and English learner (EL) students through targeted, standards-based school counseling programs. Counselors deliver comprehensive academic guidance tailored to these students, including individualized academic six-year plans aligned with college and career readiness, proactive credit recovery support, transition programs for 7th- and 9th-grade students, and intentional enrollment in A-G, AP, summer school, and tutoring opportunities. Specialized professional development for counselors ensures culturally responsive practices and proactive interventions specifically designed to meet the needs of SED, EL, FY, and McKinney-Vento students. Implementing this comprehensive counseling approach districtwide ensures consistent, equitable support and increased academic achievement, engagement, graduation rates, and	Graduation Rates (Metric 1.1) - Monitor graduation rates specifically disaggregated by socioeconomically disadvantaged (SED), English learner (EL), foster youth (FY), and other student groups to evaluate the impact of targeted counseling and academic support programs. A-G Completion Rates (Metric 1.2) - Evaluate progress toward A-G completion rates, explicitly tracking outcomes for SED, EL, and FY students to measure the effectiveness of individualized academic

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	These trends, combined with input from students, families, and counselors, highlight the need for comprehensive, student-centered counseling programs that foster personalized academic planning, early and proactive monitoring, and meaningful transition support. AUHSD recognizes that fostering relationships, affirming student voice, and guiding students in exploring their purpose are essential elements of effective counseling. By leveraging these strengths, the district aims to ensure every student—especially those navigating complex life circumstances—receives the guidance, mentorship, and resources needed to thrive academically and transition successfully into postsecondary pathways. **Scope:** LEA-wide	preparation for post-secondary options for all identified student groups. Education Research: Dahir, C. A., & Stone, C. B. (2003). Accountability: A MEASURE of the impact school counselors have on student achievement. Professional School Counseling, 6(3), 214-221. Lapan, R. T., Gysbers, N. C., & Sun, Y. (1997). The impact of more fully implemented guidance programs on the school experiences of high school students: A statewide evaluation study. Journal of Counseling & Development, 75(4), 292-302. Mulhern, C. (2020). Better School Counselors, Better Outcomes. Education Next, 20(3). Protheroe, N. (2010). Making effective use of counselors to increase student achievement. Principal's Research Review, 5(3), 1-7. Wigfield, A., Lutz, S. L., & Wagner, A. L. (2005). Early adolescents' development across the middle school years: Implications for school counselors. Professional school counseling, 9(2), 2156759X0500900206.	planning and support services. LCAP Student Survey – Sense of Belonging (Metrics 3.10, 3.11, 3.12) - Analyze student perceptions of belonging and school connectedness, explicitly disaggregated by SED, EL, and FY student groups, to assess the effectiveness of transition plans, orientation programs, and counseling supports. LCAP Student Survey – Connection to School and Adults on Campus (Metrics 3.12, 3.13, 3.14, & 3.15) - Monitor students' reported levels of connection and relationships with peers, counselors, and staff, specifically evaluating responses from SED, EL, and FY students to gauge the effectiveness of targeted support and counseling interventions.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.6	**Action:** Inclusive Instructional Practices and Asset-Based Supports for Language Development **Need:** Improve placement, instructional practices, and progress monitoring for English learners (plurilingual) and Long-Term English Learners (LTELs). Increase proficiency for these students on the English Language Proficiency Assessments for California (ELPAC), particularly at school sites identified through metric 1.18. In addition to language development, there is a need to integrate academic and career readiness skills within ELD instruction to better prepare students for post-secondary pathways. Disaggregated data shows persistent gaps in ELA and Math proficiency, A-G completion, and graduation rates among EL and LTEL students, indicating the need for strengthened instructional alignment and targeted support. **Scope:** Limited to Unduplicated Student Group(s)	This action is specifically designed to meet the academic and linguistic needs of English learners (plurilingual) and Long-Term English Learners (LTELs) by improving placement practices, enhancing instructional strategies, and strengthening progress monitoring systems. Informed by AUHSD's Differentiated Assistance (DA) process and Root Cause Analysis, the action expands culturally responsive and inclusive instructional practices and includes integrated ELD and CTE instruction to promote both language development and career readiness. By connecting academic language acquisition with technical and 21st-century skills through collaboration between ELD and CTE teachers, the district provides more meaningful, relevant learning experiences. These strategies provide enhanced supports for English learners beyond what is offered to all students and are intentionally designed to close identified achievement gaps.	Graduation rates (Metric 1.1), A-G completion rates (Metric 1.2), Percentage of EL (plurilingual) and LTEL students who score Level 4 on the ELPAC (Metric 1.19), Percentage of EL (plurilingual) students making progress on the ELPAC (Metric 1.18), EL (plurilingual) student reclassification rate (Metric 1.20), Percentage of students who have completed at least one CTE Pathway (Metric 1.24), College/Career Readiness (CCI) (Metric 1.27).
3.5	**Action:** Foster Youth Support **Need:**	Action 3.5 ("Foster Youth Support") is explicitly designed to address the unique and substantial academic, behavioral, attendance, and socioemotional challenges identified for foster youth and McKinney-Vento students. Specific	ELA and Math CAASPP Performance Data (Metrics 1.7, 1.8, 1.9, 1.10) - Specifically monitor foster youth and McKinney-

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	AUHSD recognizes that foster youth bring a wealth of resilience, insight, and potential to our school communities. To fully support these students in reaching their goals, the District continuously reviews outcome data and educational partner feedback to identify areas where expanded, tailored support can make a meaningful impact. Foster youth represent approximately 0.5% of the district's enrollment and, like many students navigating complex life circumstances, may benefit from targeted supports to enhance engagement and academic success. While recent gains in foster youth graduation rates are promising—reaching 93.3% in 2023–24—district data also reveals opportunities to deepen wraparound support. For example, foster youth currently demonstrate a chronic absenteeism rate of 50%, as well as a suspension rate of 13.7%, compared to district averages of 23.2% and 4.1%, respectively. Additionally, California Dashboard data indicates that foster youth remain in the Red performance band in English Language Arts, signaling a need for academic interventions aligned to students' strengths and learning goals. Insights from the Foster Youth Task Force and site-based teams continue to shape AUHSD's approach, emphasizing proactive outreach, strong adult-student relationships, and timely access to academic and social-emotional supports. By centering the voices and lived experiences of foster youth, AUHSD remains committed to ensuring that each student is empowered with the resources, relationships,	strategies include increasing equitable access to rigorous courses, providing targeted supplemental instructional materials, and expanding proactive outreach services to ensure consistent student engagement and attendance. Additionally, mentoring programs and cross-agency, multi-disciplinary support teams provide intensive, individualized guidance and assistance tailored to foster youth needs, directly addressing academic gaps and reducing suspension rates. The provision of transportation services further removes logistical barriers that disproportionately impact these students' educational access and stability. Implementing these targeted interventions districtwide ensures consistent, coordinated, and proactive support specifically aimed at improving the educational outcomes and post-secondary readiness for foster youth and McKinney-Vento students.	Vento students' achievement to evaluate the effectiveness of targeted instructional supports and academic interventions. Suspension Rates (Metric 3.6) - Track and analyze suspension rates for foster youth and McKinney-Vento students to measure the effectiveness of behavior interventions, restorative practices, and socioemotional supports. Graduation Rates (Metric 1.1) - Evaluate graduation rates specifically for foster youth and McKinney-Vento students, assessing the impact of targeted academic planning, mentoring, and comprehensive support systems. Dropout Rates (Metrics 3.4, 3.5) - Monitor dropout rates explicitly for foster youth and McKinney-Vento students to measure the effectiveness of tailored outreach, mentorship, and

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	and opportunities needed to thrive—academically, emotionally, and in preparation for post-secondary success. **Scope:** Limited to Unduplicated Student Group(s)		supportive educational practices. Attendance Rates (Metric 3.1) and Chronic Absenteeism Rates (Metrics 3.2, 3.3) -Track foster youth and McKinney-Vento student attendance and absenteeism data to assess effectiveness of transportation supports, outreach services, and personalized attendance interventions.

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

Actions 1.6 (English Learner Supports) and 3.5 (Foster Youth Support) are designated as limited actions that are specifically targeted to support unduplicated student groups and contribute to meeting AUHSD's Minimum Proportionality Percentage (MPP) through focused implementation rather than direct LCFF expenditures. To determine how these actions contribute toward the MPP, the district applied a student group impact methodology, using the following rationale:

Exclusive Focus on Unduplicated Student Groups:
These actions are designed to serve students identified as English learners and foster youth, groups that are consistently prioritized in both state indicators and local needs assessments due to academic, social-emotional, and attendance-related needs.

Dedicated Support Structures and Strategies:
Both actions involve the use of dedicated staff time, differentiated instructional practices, specialized case management, and targeted support structures that provide direct services to students. These supports include strategic academic monitoring, progress reviews, coordination with site teams, and expanded access to intervention and mentoring opportunities.

Depth and Intensity of Service Delivery:
Though not tied to specific LCFF expenditures, the actions reflect a deep and sustained commitment of district and school site resources. Staff implement culturally responsive practices, connect students and families with appropriate resources, and provide ongoing support to address barriers to learning and engagement.

Contribution to MPP Justification:
The proportion of unduplicated students served, combined with the depth of services provided, is used to estimate each action's contribution toward the Planned Percentage of Improved Services. This includes both qualitative indicators (such as scope of implementation) and quantitative estimates (such as student group enrollment and participation rates).

Together, Actions 1.6 and 3.5 play an essential role in AUHSD's broader equity strategy. They ensure that increased and improved services are provided to unduplicated pupils through intentional, targeted actions that align with district goals for student success, access, and opportunity.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The Anaheim Union High School District plans to use the additional concentration grant add-on funding to increase and sustain the number of staff providing direct services to students at school sites with a high concentration (over 55%) of foster youth, English learners (plurilingual), and low-income students. This funding will be strategically used to maintain and enhance positions that directly support student well-being, academic achievement, and access to services, particularly at our highest-need campuses. These positions include, but are not limited to, teachers and instructional support staff, school counselors, licensed clinical social workers (LCSWs), school psychologists, bilingual office staff, Community Schools coordinators, and Family and Community Engagement Specialists (FACES).

These staffing investments are directly aligned with the implementation of Actions 1.1, 1.2, 1.5, 1.6, 1.9, 2.2, 3.1, 3.2, and 3.3, all of which focus on increasing services and improving outcomes for unduplicated student groups. The District uses multiple data points to inform staffing allocations, including unduplicated pupil percentages by school site, enrollment and demographic trends, site-based needs assessments, and stakeholder input gathered through the LCAP engagement process. This approach ensures that resources are equitably distributed and targeted toward schools where the needs of foster youth, English learners, and low-income students are most concentrated. The additional concentration funding is essential to supporting a robust network of services that promote equity, access, and whole-child development.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	104.6 to 1	46.44 to 1
Staff-to-student ratio of certificated staff providing direct services to students	25.2 to 1	20.93 to 1

2025-26 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$307,670,832.00	99,825,339.00	32.445%	0.000%	32.445%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$135,755,484.20	$17,498,536.00	$0.00	$19,450,513.00	$172,704,533.20	$107,737,857.35	$64,966,675.85

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Learning Plan	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$15,164,855.00	$2,335,562.00	$16,000,417.00			$1,500,000.00	$17,500,417.00	
1	1.2	Effective Instruction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$3,665,718.94	$1,600,524.00	$5,266,242.94				$5,266,242.94	
1	1.3	Instructional Materials	All	No			All Schools	Annual basis	$0.00	$7,914,215.18	$7,914,215.18				$7,914,215.18	
1	1.4	Technological Resources	Low Income	Yes	LEA-wide	Low Income	All Schools	Annual basis	$5,932,716.52	$8,052,000.00	$13,984,716.52				$13,984,716.52	
1	1.5	Broad Course of Study	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$19,015,639.00	$14,168,582.70	$33,184,221.70				$33,184,221.70	
1	1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Annual Basis	$7,220,229.00	$330,000.00	$7,550,229.00				$7,550,229.00	
1	1.7	Instructional Options	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual Basis	$5,689,679.00	$4,175,929.00	$9,865,608.00				$9,865,608.00	
1	1.8	Students with Disabilities	Students with Disabilities	No			All Schools	Annual Basis	$938,127.00	$680,000.00	$1,618,127.00				$1,618,127.00	
1	1.9	Increase Work Experience	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth		Annual Basis	$815,755.00	$708,000.00	$1,523,755.00				$1,523,755.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
			Low Income			Low Income										
1	1.10	Reduction of Class Size, Hiring and Retaining Teachers	All	No			All Schools	Annual Basis	$7,238,472.00	$0.00		$7,238,472.00			$7,238,472.00	
1	1.11	Arts and Music in Schools (AMS)	All	No			All Schools	Annual basis	$3,144,413.00	$902,651.00		$4,047,064.00			$4,047,064.00	
2	2.1	Increase Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$9,132,107.00	$331,030.00	$9,382,137.00			$81,000.00	$9,463,137.00	
2	2.2	Family and Community Engagement Specialists (FACES) Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$2,615,000.00	$385,000.00	$815,000.00			$2,185,000.00	$3,000,000.00	
2	2.3	Engaging Parents of SWD	Students with Disabilities	No			All Schools	Annual basis	$0.00	$0.00	$0.00				$0.00	
2	2.4	Community Schools Model Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: The following schools receive Community Schools grant funding: Anaheim HS, Ball JHS, Brookhurst JHS, Dale JHS, Gilbert HS, Hope School, Katella HS, Loara HS, Magnolia HS, Orangeview JHS, Polaris IS, Savanna HS, South	Annual basis	$544,832.09	$4,200,000.00	$544,832.09	$4,200,000.00			$4,744,832.09	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							JHS, Sycamore JHS, and Western HS 7-12 grades									
3	3.1	Improve Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$8,200,117.00	$0.00	$8,200,117.00				$8,200,117.00	
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$12,792,528.80	$2,420,668.97	$15,213,197.77				$15,213,197.77	
3	3.3	Counseling Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Annual basis	$3,378,553.00	$0.00	$3,378,553.00				$3,378,553.00	
3	3.4	Upgrade Facilities	All	No			All Schools	Annual basis	$924,115.00	$15,684,513.00	$924,115.00			$15,684,513.00	$16,608,628.00	
3	3.5	Foster Youth Support	Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	Annual basis	$0.00	$365,000.00	$365,000.00				$365,000.00	
3	3.6	Student Support Programs	All	No			All Schools	Annual basis	$0.00	$0.00	$0.00				$0.00	
4	4.1	Social-emotional support and Attendance	All	No			Specific Schools: Gilbert High School	Annual basis	$305,000.00	$25,000.00	$25,000.00	$305,000.00			$330,000.00	
4	4.2	Career Technical Education (CTE) preparedness	All	No			All Schools Specific Schools: Gilbert High School	Annual basis	$0.00	$300,000.00		$300,000.00			$300,000.00	
4	4.3	Professional learning and planning time	All Gilbert High School	No				Annual basis	$0.00	$130,000.00		$130,000.00			$130,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
4	**4.4**	Administrative leadership and Professional learning	All	No			Specific Schools: Gilbert High School	Annual basis	$150,000.00	$20,000.00		$170,000.00			$170,000.00	
5	**5.1**	College and Career Readiness	All	No			Specific Schools: Polaris Independent Studies (IS)	Annual basis	$720,000.00	$194,000.00		$914,000.00			$914,000.00	
6	**6.1**	Targeted Monitoring for Students Transitioning to CVA	All	No			Specific Schools: Cambridge Virtual Academy (CVA)	Annual basis	$150,000.00	$0.00		$150,000.00			$150,000.00	
6	**6.2**	Expanding Opportunities for Creative Outlets	All	No			Specific Schools: Cambridge Virtual Academy (CVA)	Annual basis	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	**6.3**	Professional Learning for Teachers and Staff	All	No			Specific Schools: Cambridge Virtual Academy (CVA)	Annual basis	$0.00	$15,000.00		$15,000.00			$15,000.00	
6	**6.4**	Expanding Communication with Students and Families	All	No			Specific Schools: Cambridge Virtual Academy (CVA)	Annual basis	$0.00	$14,000.00		$14,000.00			$14,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$307,670,832.00	99,825,339.00	32.445%	0.000%	32.445%	$125,274,027.02	0.000%	40.717 %	**Total:**	$125,274,027.02
								LEA-wide Total:	$117,358,798.02
								Limited Total:	$7,915,229.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Learning Plan	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$16,000,417.00	
1	1.2	Effective Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,266,242.94	
1	1.4	Technological Resources	Yes	LEA-wide	Low Income	All Schools	$13,984,716.52	
1	1.5	Broad Course of Study	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$33,184,221.70	
1	1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$7,550,229.00	
1	1.7	Instructional Options	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,865,608.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Increase Work Experience	Yes	LEA-wide	English Learners Foster Youth Low Income		$1,523,755.00	
2	2.1	Increase Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$9,382,137.00	
2	2.2	Family and Community Engagement Specialists (FACES) Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$815,000.00	
2	2.4	Community Schools Model Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Specific Schools: The following schools receive Community Schools grant funding: Anaheim HS, Ball JHS, Brookhurst JHS, Dale JHS, Gilbert HS, Hope School, Katella HS, Loara HS, Magnolia HS, Orangeview JHS, Polaris IS, Savanna HS, South JHS, Sycamore JHS, and Western HS 7-12 grades	$544,832.09	
3	3.1	Improve Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,200,117.00	
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,213,197.77	
3	3.3	Counseling Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,378,553.00	
3	3.5	Foster Youth Support	Yes	Limited to Unduplicated Student Group(s)	Foster Youth Low Income	All Schools	$365,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$164,013,350.00	$293,938,800.20

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Learning Plan	Yes	$18,500,000.00	17,500,417.00
1	**1.2**	Effective Instruction	Yes	$6,550,000.00	5,266,242.94
1	**1.3**	Instructional materials	No	$17,000,000.00	7,914,215.18
1	**1.4**	Technological Resources	Yes	$8,000,000.00	13,984,716.52
1	**1.5**	Broad Course of Study	Yes	$30,000,000.00	33,184,221.70
1	**1.6**	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Yes	$7,104,151.00	7,550,229.00
1	**1.7**	Instructional Options	Yes	$7,929,135.00	9,865,608.00
1	**1.8**	Students with disabilities	No	$1,080,000.00	1,618,127.00
1	**1.9**	Increase Work Experience	No	0.00	1,523,755.00
1	**1.10**	Reduction of class size, hiring and retaining teachers	No	$7,200,000.00	7,238,472.00
1	**1.11**	Arts and Music in Schools (AMS)	No	$4,047,064.00	$4,047,064.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Increase Parent Engagement	Yes	$9,000,000.00	9,463,137.00
2	2.2	Family and Community Engagement Specialists (FACES) Support	Yes	$3,000,000.00	3,000,000.00
2	2.3	Engaging Parents of SWD	No	$0.00	0.00
2	2.4	Community Schools model implementation	No	$4,200,000.00	4,744,832.09
3	3.1	Improve Attendance	Yes	$6,000,000.00	8,200,117.00
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	Yes	$8,000,000.00	15,213,1977.77
3	3.3	Counseling Support	Yes	$4,000,000.00	3,378,553.00
3	3.4	Upgrade facilities	No	$20,000,000.00	924,115.00
3	3.5	Foster Youth Support	Yes	$365,000.00	365,000.00
3	3.6	Student Support Programs	No	$0.00	0.00
4	4.1	Social-emotional support and Attendance	No	$330,000.00	330,000.00
4	4.2	Career Technical Education (CTE) preparedness	No	$300,000.00	300,000.00
4	4.3	Professional learning and planning time	No	$130,000.00	130,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.4**	Administrative leadership and Professional learning	No	$170,000.00	170,000.00
5	**5.1**	College and Career Readiness	No	$914,000.00	914,000.00
6	**6.1**	Targeted Monitoring for Students Transitioning to CVA	No	$150,000.00	150,000.00
6	**6.2**	Expanding Opportunities for Creative Outlets	No	$15,000.00	15,000.00
6	**6.3**	Professional Learning for Teachers and Staff	No	$15,000.00	$15,000.00
6	**6.4**	Expanding Communication with Students and Families	No	$14,000.00	$14,000.00

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
100,062,182.00	$102,409,135.00	$123,205,439.93	($20,796,304.93)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Learning Plan	Yes	$17,000,000.00	16,000,417.00		
1	1.2	Effective Instruction	Yes	$5,000,000.00	5,266,242.94		
1	1.4	Technological Resources	Yes	$8,000,000.00	13,984,716.52		
1	1.5	Broad Course of Study	Yes	$30,000,000.00	33,184,221.70		
1	1.6	Inclusive Instructional Practices and Asset-Based Supports for Language Development	Yes	$6,300,000.00	7,550,229.00		
1	1.7	Instructional Options	Yes	$7,929,135.00	9,865,608.00		
2	2.1	Increase Parent Engagement	Yes	$9,000,000.00	9,382,137.00		
2	2.2	Family and Community Engagement Specialists (FACES) Support	Yes	$815,000.00	815,000.00		
3	3.1	Improve Attendance	Yes	$6,000,000.00	8,200,117.00		
3	3.2	Mental, Physical, Behavioral, and Socioemotional Health	Yes	$8,000,000.00	15,213,197.77		
3	3.3	Counseling Support	Yes	$4,000,000.00	3,378,553.00		
3	3.5	Foster Youth Support	Yes	$365,000.00	365,000.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
320,142,638.00	100,062,182.00	2.68	33.935%	$123,205,439.93	0.000%	38.485%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
  - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
  - Inclusion of metrics other than the statutorily required metrics
  - Determination of the target outcome on one or more metrics
  - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
  - Inclusion of action(s) or a group of actions
  - Elimination of action(s) or group of actions
  - Changes to the level of proposed expenditures for one or more actions
  - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
  - Analysis of effectiveness of the specific actions to achieve the goal
  - Analysis of material differences in expenditures
  - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
  - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

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

APPROVAL OF COMMITTED FUND BALANCE (GENERAL FUND)

RESOLUTION NO. 2024/25-B-23

June 12, 2025

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

WHEREAS, The Governmental Standards Accounting Board (GASB) has issued Statement No. 54, establishing a hierarchy clarifying constraints that govern how a government entity can use amounts reported as fund balance; and

WHEREAS, the Board of Trustees of the Anaheim Union High School District has previously adopted Board Policy 41009 acknowledging its authority to commit, assign, or evaluate existing fund balance classifications and identify the intended uses of committed or assigned funds; and

WHEREAS, the committed fund balance classification reflects amounts subject to internal constraints self-imposed by the Board of Trustees; and

WHEREAS, once committed fund balance constraints are imposed, it requires the constraint to be removed by the Board of Trustees prior to redirecting the funds for other purposes; and

WHEREAS, the Board of Trustees has determined it has specific needs that it elects to fund with portions of its General Fund ending fund balance.

NOW, THEREFORE BE IT RESOLVED, that the Board of Trustees of the Anaheim Union High School District hereby commits to utilizing portions of its General Fund ending fund balance, as indicated by the Committed Fund classification in its financial statements, for the following purposes:

Additional 3% Reserve
Benefits for Classified Summer Assistance
Pension Investment
Reserve for Bus Leasing
School Site Carryover
Declining Enrollment Staffing
Supplemental/Concentration Carryover
Technology Set-aside
Textbook Adoptions
Wellness Program

BE IT FURTHER RESOLVED, that such funds cannot be used for any purposes other than directed above, unless the board adopts another resolution to remove or change the constraint; and

BE IT FURTHER RESOLVED, Anaheim Union High School District's Superintendent, or its designee, is hereby authorized and directed to finalize the amounts to be committed for the purposes directed above based on the unaudited actual financial report for fiscal year 2024-25 no later than September 15, 2025.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on June 12, 2025, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 12th day of June 2025, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of June 2025.

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

EXHIBIT C

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

ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

RESOLUTION NO. 2024/25-B-24

June 12, 2025

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

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

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

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

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 12, 2025, by the following roll call vote.

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 12th day of June 2025, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of June 2025.

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

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

FOR ADJUSTMENTS TO INCOME AND EXPENDITURES (GENERAL FUND)

RESOLUTION NO. 2024/25-B-24

June 12, 2025

Schedule of Adjustments

Budgetary Account Number	Income Source	Amount
8010-8099	Local Control/Property Tax	$ (3,714,386.00)
8100-8299	Federal Revenues	(146,619.00)
8300-8599	Other State Revenues	536,267.00
8600-8799	Other Local Revenues	4,681,457.00
8930-8979	Other Sources/Uses	-
	Increase (Decrease) to Revenue	$ 1,356,719.00
	Expenditure	
1000-1999	Certificated Salaries	$ 1,824,541.00
2000-2999	Classified Salaries	(607,264.00)
3000-3999	Employee Benefits	(252,351.00)
4000-4999	Books and Supplies	(9,062,345.00)
5000-5999	Services, Other Operating	(3,464,421.00)
6000-6999	Capital Outlay	199,620.00
7100-7499	Other Outgo	(3,648,421.00)
7600-7629	Transfers In/Out	-
	Increase (Decrease) to Expenditures	$ (15,010,641.00)
	Fund Balance Accounts	
9712	Nonspendable Stores	$ -
9713	Prepaid Expenditures	-
9740	Restricted	2,265,070.00
9760	Other Commitments	(20,250,975.00)
9780	Other Assignments	-
9789	Reserve for Economic Uncertainties	(450,319.00)
9790	Unappropriated Fund Balance	34,803,584.00
	Beginning Fund Balance Adjustment	-
	Increase (Decrease) to Fund Balance	$ 16,367,360.00

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

ADJUSTMENTS TO INCOME AND EXPENDITURES (VARIOUS FUNDS)

RESOLUTION NO. 2024/25-B-25

June 12, 2025

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

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

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

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

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees on June 12, 2025, by the following roll call vote.

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 12th day of June 2025, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of June 2025.

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

Resolution No. 2024/25-B-25

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

FOR ADJUSTMENTS AND EXPENDITURES (VARIOUS FUNDS)

RESOLUTION NO. 2024/25-B-25

June 12, 2025

Schedule of Adjustments

FUND DESCRIPTION

Object Code and Description	DEFERRED MAINT FUND	GO BOND 2014 SERIES 2019	CAPITAL FACILITIES FUND	CAPITAL FACILITIES AGENCY RDA	SCHOOL FACILITIES	SPECIAL RESERVE	SPECIAL RESERVE FOR CAPITAL OUTLAY PROJECTS
8000 - ALL REVENUE SOURCES	$ (20,000.00)	$ -	$ -	$ -	$ 419.00	$ -	$ -
1000 - CERTIFICATED SALARIES	-	-	-	-	-	-	-
2000 - CLASSIFIED SALARIES	-	-	-	1,377.00	-	11,644.00	9,000.00
3000 - EMPLOYEE BENEFITS	-	-	-	138.00	-	1,136.00	958.00
4000 - BOOKS AND SUPPLIES	-	-	-	-	-	798.00	117,900.00
5000 - SVCS & OTHER OPER EXP	(593,586.00)	-	(50,000.00)	-	-	-	-
6000 - CAPITAL OUTLAY	(2,689,635.00)	681,208.00	(2,798,221.00)	(10,852,162.00)	-	(16,865,949.00)	(12,548,739.00)
7000 - OTHER OUTGO	-	-	-	-	-	-	-
INCREASE (DECREASE) TO EXPENDITURES	(3,283,221.00)	681,208.00	(2,848,221.00)	(10,850,647.00)	-	(16,852,371.00)	(12,420,881.00)
FUND BALANCE INCREASE (DECREASE)	$ 3,263,221.00	$ (681,208.00)	$ 2,848,221.00	$ 10,850,647.00	$ 419.00	$ 16,852,371.00	$ 12,420,881.00

EXHIBIT E
2025-26
Proposed Budget, is included as a separate attachment.

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

EDUCATION PROTECTION ACCOUNT 2025-26

RESOLUTION NO. 2024/25-B-26

June 12, 2025

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

WHEREAS, the voters approved Proposition 30 on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

WHEREAS, the voters approved Proposition 55 on November 8, 2016, which extended the Proposition 30 temporary income tax increase on high income earners by twelve years through 2030; and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the Board of Trustees of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the Board of Trustees; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the Board of Trustees of the Anaheim Union High School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the Board of Trustees of the Anaheim Union High School District has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Board of Trustees of the Anaheim Union High School District, County of Orange, State of California, this 12th day of June 2025, by a 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 the 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 12th day of June 2025, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of June 2025.

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

Anaheim Union High School District
2025-26 Education Protection Account
Program by Resource Report
Expenditures by Function - Detail

Expenditures through: June 30, 2025
For Fund 01, Resource 1400 Education Protection Account

Description	Object Codes	Amount
AMOUNT AVAILABLE FOR THIS FISCAL YEAR		
Adjusted Beginning Fund Balance	9791-9795	
Revenue Limit Sources	8010-8099	60,918,969.00
Federal Revenue	8100-8299	0.00
Other State Revenue	8300-8599	0.00
Other Local Revenue	8600-8799	0.00
All Other Financing Sources and Contributions	8900-8999	0.00
Deferred Revenue	9650	0.00
TOTAL AVAILABLE		60,918,969.00
EXPENDITURES AND OTHER FINANCING USES		
(Functions 1000-9999)	**Function Codes**	
Instruction	1000-1999	60,918,969.00
Instruction-Related Services		
Instructional Supervision and Administration	2100-2150	0.00
AU of a Multidistrict SELPA	2200	0.00
Instructional Library, Media, and Technology	2420	0.00
Other Instructional Resources	2490-2495	0.00
School Administration	2700	0.00
Pupil Services		
Guidance and Counseling Services	3110	0.00
Psychological Services	3120	0.00
Attendance and Social Work Services	3130	0.00
Health Services	3140	0.00
Speech Pathology and Audiology Services	3150	0.00
Pupil Testing Services	3160	0.00
Pupil Transportation	3600	0.00
Food Services	3700	0.00
Other Pupil Services	3900	0.00
Ancillary Services	4000-4999	0.00
Community Services	5000-5999	0.00
Enterprise	6000-6999	0.00
General Administration	7000-7999	0.00
Plant Services	8000-8999	0.00
Other Outgo	9000-9999	0.00
TOTAL EXPENDITURES AND OTHER FINANCING USES		60,918,969.00
BALANCE (Total Available minus Total Expenditures and Other Financing Uses)		0.00

RESOLUTION OF THE BOARD OF TRUSTEES OF THE

ANAHEIM UNION HIGH SCHOOL DISTRICT

ADOPT AND APPROVE THE ASSOCIATE MEMBERSHIP AGREEMENT JOINING THE EDUCATION TECHNOLOGY JOINT POWERS AUTHORITY

RESOLUTION NO. 2024/25-B-27

June 12, 2025

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

WHEREAS, the Anaheim Union High School District has been considering methods to better address the procurement costs, data privacy protection, and pricing of its education software; and

WHEREAS, other California public agencies, such as school districts, community college districts, and county offices of education who have also considered these issues have determined that there is a need to form a coalition of public districts to acquire education technology and services for use at their respective facilities; and

WHEREAS, Title 1, Division 7, Chapter 5, Article 1, (Section 6500 et seq.) of the Government Code authorizes joint exercise by two or more public agencies of any power common to them; and

WHEREAS, California law enables school districts, county superintendent of schools, community college districts, and joint power agencies to actively control procurement and privacy terms and to acquire educational software and services for use at their respective facilities, and to establish a coalition to accomplish those ends; and

WHEREAS, the Irvine Unified School District, Capistrano Unified School District, Fullerton Unified School District, Clovis Unified School District, El Dorado County Office of Education, San Juan Unified School District, and San Ramon Valley Unified School District have formed the Education Technology Joint Powers Authority (Ed Tech JPA), a California joint powers authority, and have agreed to be the Founding Members of Ed Tech JPA, and appointed their respective District's Chief Technology Officer, Chief Business Official, or person with equivalent duties and background, to serve as a member of the Ed Tech JPA Board; and

WHEREAS, the governing Board of the Anaheim Union High School District ("District") has considered the proposed Associate Member Agreement, a draft of which is attached hereto as Attachment 1, under which the District will become an associate member of Ed Tech JPA; and

WHEREAS, the District has determined that entering into an Associate Membership Agreement to avail the District to the benefits of the Ed Tech JPA, including obtaining legally compliant and economically priced technology services and products, as well as the financial, technical and professional development services to support the successful implementation of products and services purchased through Ed Tech JPA, is in the best interests of the District.

NOW, THEREFORE, THE BOARD OF TRUSTEES DOES HEREBY RESOLVE, DETERMINE, AND ORDER AS FOLLOWS:

Section 1. That the above recitals are all true and correct.

Section 2. The Governing Board of the Anaheim Union High School District hereby declares and formally approves its membership in Ed Tech JPA, a California Joint Powers Authority, and instructs its duly authorized agent to execute and deliver on its behalf any necessary or appropriate documents to carry out the intent of this resolution, including the Ed Tech JPA Associate Membership Agreement and any agreements necessary or appropriate to participate in Ed Tech JPA programs.

Section 3. The Governing Board authorizes the superintendent or designee to appoint District's technology or business services department, or person with equivalent duties and background in education technology procurement, who shall serve as the authorized representative to the JPA.

Section 4. That this resolution shall be effective as of the date of its adoption.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 12, 2025, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAINED:

STATE OF CALIFORNIA)
)
)SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and the 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 12th day of June 2025, and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and affixed the official seal of the Anaheim Union High School District Board of Trustees this 12th day of June 2025.

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

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

RESOLUTION ADOPTING UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING PROCEDURES

RESOLUTION NO. 2024/25-B-28

June 12, 2025

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

WHEREAS, Public Contract Code Section 22000 *et seq*. sets forth the provisions of the Uniform Public Construction Cost Accounting Act (the "Act"); and

WHEREAS, the Act provides for the implementation of uniform construction cost accounting procedures and informal bidding procedures for all public agencies electing to participate, together with instructions for their adoption and implementation by such public agencies; and

WHEREAS, pursuant to Public Contract Code Sections 22010 and 22017, the California Uniform Construction Cost Accounting Commission (the "Commission") developed and recommended to the State Controller uniform construction cost accounting and informal bidding procedures (the "Uniform Procedures") consistent with Public Contract Code Sections 22031 through 22045 for consideration; and

WHEREAS, pursuant to Public Contract Code Section 22019, the State Controller adopted the Uniform Procedures; and

WHEREAS, the Act only applies to a public agency whose governing board has by resolution elected to become subject to the Uniform Procedures and has notified the State Controller of that election; and

WHEREAS, California public agencies such as school districts and county offices of education are eligible to adopt the Uniform Procedures pursuant to the Act; and

WHEREAS, the Governing Board of Trustees (“Board”) of the Anaheim Union High School District ("District") has determined that it is in the best interests of the District to elect to become subject to the Uniform Procedures.

NOW, THEREFORE, the Governing Board of the District hereby resolves as follows:

1. That the above recitals are all true and correct.

2. That the District elects to utilize the Act for maintenance contracts as defined in Public Contract Code Sections 20115 and 22002 pursuant to Public Contract Code Section 22000.

3. That the Board of Education hereby elects pursuant to Public Contract Code Section 22030 to become subject to the Uniform Procedures set forth in the Act and to the Commission's policies and procedures manual and cost accounting review procedures, as they may each from time to time be amended, and directs District staff to notify the State Controller of this election.

4. That this resolution shall take effect immediately upon its adoption.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees on June 12, 2025, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 12th day of June 2025 and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal this 12th day of June 2025.

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

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

RESOLUTION ADOPTING INFORMAL BIDDING PROCEDURES PURSUANT TO THE UNIFORM PUBLIC CONSTRUCTION COST ACCOUNTING ACT

RESOLUTION NO. 2024/25-B-29

June 12, 2025

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

WHEREAS, Public Contract Code Section 22000 *et seq*. sets forth the provisions of the Uniform Public Construction Cost Accounting Act (the "Act"); and

WHEREAS, the Act provides for the implementation of uniform construction cost accounting procedures for all public agencies electing to participate, together with instructions for their adoption and implementation by any public agency; and

WHEREAS, pursuant to Public Contract Code Section 22030, the Board of Education of the Anaheim Union High School District ("District") formally elected to become subject to the procedures set forth in the Act and to the California Uniform Public Construction Cost Accounting Commission's Policies and Procedures Manual and cost accounting review procedures by adopting Resolution No. 2024/25-B-28 on June 12, 2025; and

WHEREAS, pursuant to Public Contract Code Section 22034, any public agency that elects to become subject to the Act enact and adopt informal bidding procedures to govern the selection of contractors to perform public projects pursuant to Public Contract Code Section 22032(b).

NOW, THEREFORE, the Board of Education of the Anaheim Union High School District hereby resolves as follows:

1. That the above recitals are all true and correct.

2. That public projects undertaken by the District, as defined by the Act and in accordance with the limits listed in Public Contract Code Section 22032(b), may be let to contract by informal procedures as set forth in Public Contract Code Section 22034.

3. That the District shall develop and maintain a list of qualified contractors, identified according to categories of work, in accordance with the provisions of Public Contract Code Section 22034 and criteria promulgated from time to time by the California Uniform Public Construction Cost Accounting Commission.

4. That in the event the District undertakes a project which is subject to Public Contract Code Section 22032(b), a notice inviting informal bids shall be mailed, faxed, or emailed to all contractors on the qualified contractors list for the category of work being bid. If the product or service sought by the District is

proprietary in nature such that it can be obtained only from a certain contractor or contractors, the notice inviting informal bids may be sent exclusively to such contractor or contractors.

5. That the notice inviting informal bids shall describe the project in general terms and explain how to obtain more detailed information about the project, and state the time and place for the submission of informal bids.

6. That by a majority of the vote of the Governing Board and pursuant to Education Code Sections 17604, 17605, and similar statutes, to delegate authority to the District Superintendent or the Superintendent's designee to award informal contracts pursuant to this resolution.

7. That this resolution shall take effect immediately upon its adoption.

The foregoing resolution was passed and adopted at a regular meeting of the Board of Trustees June 12, 2025, by the following roll call vote:

AYES:

NOES:

ABSTAIN:

ABSENT:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael B. Matsuda, superintendent of the Anaheim Union High School District of Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said Board of Trustees at the regular meeting thereof held on the 12th day of June 2025 and passed by a roll call vote of all members of said Board.

IN WITNESS WHEREOF, I have hereunto set my hand and seal 12th day of June 2025.

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

Software Services Agreement – Colbi Technologies, Inc.

This Software Services Agreement ("Agreement") is entered into as of the final date of signature hereto ("Effective Date") by and between Colbi Technologies, Inc., a California corporation, having its principal place of business at 13891 Newport Ave, Suite 150, Tustin, CA 92780 ("COLBI"), and Anaheim Union High School District, having its principal place of business at 501 N Crescent Way, Anaheim, CA 92801 ("CLIENT").

1. Software Services Provided by COLBI. COLBI will provide software services ("Services") as listed in this paragraph as set forth in Exhibit A and Exhibit B (Exhibits).

    - Quality Bidders[sm] (Full Service)- Online processing of construction contractor prequalification applications
        - CUPCCAA Registration – Online receipt and verification of contractor applicants

2. Invoices, Fees and Payment Terms. Customer shall pay to COLBI all fees in accordance with the terms specified in Exhibits A and B. Any travel expenses approved in writing by the CLIENT in advance shall be supported by detailed invoicing and copies of receipts.

3. Indemnification:

    A. CLIENT shall defend COLBI against any third-party claims arising out of (i) any actual or alleged CLIENT negligence, willful misconduct, or violation of law, (ii) any breach by CLIENT of this Agreement, or (iii) any violation of CLIENT's agreement with Client or Users of the Services, and indemnify COLBI from the resulting damages. COLBI shall give prompt notice of any claim to CLIENT. CLIENT may settle, at its sole expense, any claim for which CLIENT is responsible under this section, subject to the reasonable approval of COLBI. COLBI may employ counsel at their own expense and participate in the defense and/or settlement. The foregoing indemnification obligation will not apply to claims that are finally adjudicated to have been primarily caused by the gross negligence or willful misconduct of COLBI.

    B. COLBI agrees to protect, save, defend and hold harmless Anaheim Union High School District, their Governing Boards and each member thereof, their officers, agents and employees from any and all claims, liabilities, expenses or damages of any nature, including attorneys' fees, for injury or death of any person, or damage to property, or interference with use of property, arising out of or in any way connected with the negligent acts, errors or omissions or willful misconduct by Consultant, Consultant's agents, officers, employees, subconsultants, or independent consultants hired by Consultant under this Agreement.

4. Term and Termination

    C. Term. The initial term of this Agreement begins on the date set forth in Exhibits and continues for a one year period (“Initial Term”). This Agreement will continue for successive one-year periods (“Extended Term”), unless either party gives written notice of its intention not to renew at least 30 days in advance. There are a maximum of four (4) Extended Term periods, at which point this Agreement must be renewed with written agreement of both parties.

    D. Termination of Agreement and Effect of Termination. COLBI may terminate this Agreement prior to the expiration of the Term if CLIENT fails to pay any fee, charge or any other amount owed by CLIENT to COLBI within 15 days after COLBI notifies CLIENT that CLIENT is in default of this Agreement if CLIENT fails to cure the default within such 15-day period. CLIENT may terminate this Agreement if COLBI fails to cure any default of this Agreement within 30 days of written notice. See Exhibit B for additional termination and effect of termination terms.

5. Notices. All notices, requests, demands, and other communications made in connection with this Agreement shall be in writing to the address set forth above and shall be deemed to have been duly given (a) on the date of delivery, if delivered by hand or express delivery service, or (b) by certified or registered mail, postage prepaid, return receipt requested.

6. General Provisions. This Agreement, together with the exhibits, constitutes the entire Agreement between the parties with respect to the subject matter and supersedes all other oral or written representations, understandings or agreements relating to the subject matter. This Agreement may be amended or modified only in writing and signed by both parties. Each party is an independent contractor and not an agent, partner, or representative of any other party. The rule of construction that ambiguities are to be resolved against the drafting party may not be employed in the

interpretation of this Agreement. Neither party will assign any rights, under this Agreement without the prior written consent of the other party, except that COLBI may assign its rights, in the event of a sale of its business or assets. The waiver or failure of either party to exercise in any respect any right provided for in this Agreement will not be deemed a waiver of further rights under this Agreement. If any particular portion of this Agreement shall be adjudicated to be unenforceable, this Agreement shall not be deemed null and void and shall be deemed amended to delete therefrom the portion thus adjudicated to be unenforceable.

IN WITNESS WHEREOF, the parties have executed this Agreement effective as of the day and year first hereinabove written.

Colbi Technologies, Inc.

Jon Patterson, Chief Financial Officer

May 8, 2025
Date

01-0679534
Federal I.D.#

Anaheim Union High School District

Signature

Nancy C. Nien, Ph.D.
Printed Name

Assistant Superintendent, Business
Title

Date

EXHIBIT A

Quality Bidders[SM] *Prequalification / Contractor Vetting / CUPCCAA*	**First Year**	**Annual Cost** *(after 1st year)*
Initial Setup/Implementation	waived	$0
Annual Service Fee *Includes basic prequalification and CUPCCAA*	$5,000	$5,000
TOTAL – QB	**$5,000**	**$5,000**

Quality Bidders – *Optional Services in addition to annual fees*	**As Needed**	**Add Option**
a) Prequalification Reviews *(Per Application, NTE $17,250 per year)*	$95	☑
b) CUPCCAA Reviews *(No contractor limit – Per Year)*	$5,000	☐

QualityBidders™

QB Initial Implementation

Quality Bidders is an online automated contractor prequalification and vetting service.

Quality Bidders will be customized for you and made available via the web by **COLBI**. Initial implementation includes identification of users and security roles and initial training of your staff.

If the Agency has opted into CUPCCAA, the initial implementation includes receiving and maintaining an online CUPCCAA interested contractors list by license number for Agency use.

QB Annual Service Fee

Software Services: There is no restriction on the number of client-authorized users, nor the number of vendors and contractors allowed to use the service at no additional cost.

CA Prequalification Compliance Notice: COLBI will maintain compliance with any mandatory changes to CA prequalification regulations for general and mechanical/electrical/plumbing subcontractors in support of state bond funding compliance.

Support Services: COLBI will provide live phone support for client and vendor users during normal business hours, provide online virtual support, and issue best practice advisories and alerts. Typically, support can be provided

remotely. Should in-person support be requested, reimbursement for reasonable travel and lodging costs incurred will apply and will be estimated and approved in advance.

Web Services: COLBI will provide the software via the web to any computer meeting the required specifications when security login requirements are met. COLBI will provide remote **Quality Bidders** software updates.

COLBI will provide access to **Quality Bidders** software, host secure encrypted upload and storage of documents, provide data backup and recovery, and archive outdated applications automatically. **COLBI** will monitor, manage, and remediate the servers and network infrastructure that support **Quality Bidders** software services.

Reimbursables: At COLBI, we respect the need to properly budget in advance for expenses. Our services can be fully provided remotely. However, should you want on-site support or training, reimbursement for reasonable food, travel and lodging costs will apply. A not-to-exceed proposal will be provided for pre-approval once a mutually agreed scope of on-site service is finalized.

End of Exhibit A

EXHIBIT B
COLBI'S STANDARD SOFTWARE SERVICES TERMS AND CONDITIONS

1. **Availability – Uptime**: COLBI commits to 99.9% uptime and availability of software (the "99.9% Uptime Commitment"), excluding scheduled maintenance and other occurrences not constituting Downtime as defined below.

2. **Classification and Resolution of Issues**: COLBI will classify, respond to and resolve a reported technical issue (an "Issue") with the software that cannot be resolved immediately through phone support as follows:
   - *Severity 1 Issues*: COLBI will devote commercially reasonable efforts to provide Issue resolution for Severity 1 Issues within two hours after receipt of notification and verification of the Issue.
     - Software down, or major portions of Services down, that impacts the availability of the software or has degraded the software performance resulting in the inability to effectively use the software, with no known workaround.
     - Security attack or threat, malware or virus that has circumvented COLBI's security procedures. COLBI will give the highest scheduling priority and devote its best available resources to respond to Severity 1 Issues within 15 minutes of notification.
   - *Severity 2 Issues:* COLBI will give the next highest scheduling priority and devote its available resources to respond to Severity 2 Issues within two hours of notification of the Issue. COLBI will devote commercially reasonable efforts to provide Issue resolution for Severity 2 Issues within twenty-four hours after receipt of notification and verification of the Issue.
     - Non-critical software features or operations are not functioning correctly, but do not impact the entire software application or all users.
     - Provide (or remove) access for Client authorized users, reset Client account passwords, or unlock Client accounts.
     - Emergency backup or backup restoration of the database if needed.
   - *Severity 3 Issues:* COLBI will give the next highest scheduling priority and devote its available resources to respond to Severity 3 Issues. COLBI will devote commercially reasonable efforts to provide Issue resolution for Severity 3 Issues as appropriate to the concern. Examples include, but are not limited to:
     - Minor bug fixes.
     - An incident with little impact on data or user experience and can be handled on a scheduled basis.
     - Problems affecting a small group of users.

   The above resolution times are estimates that may be impacted by a variety of variables beyond COLBI's control. COLBI strives to address every Issue with the goal of responsiveness and the fastest path to resolution.

3. **Monitoring**: In order to support the 99.9% Uptime Commitment as defined below, COLBI proactively monitors 24 hours a day, 7 days a week, 365 days a year all network devices, servers, storage, and hosted software for performance and availability. If any issues are detected, alerts are automatically dispatched to the COLBI Support Team, who will resolve the issue according to severity.

4. **Hours of Operation**:
   A. Standard Hours of Operation: 8:00 AM - 5:00 PM PST Monday - Friday (except holidays) During standard operating hours COLBI will respond to Severity 1, Severity 2 and Severity 3 Issues
   B. After-Hours Operation: 5:00 PM - 8:00 AM PST Monday - Friday, weekends, and holidays. Support during after-hours will be provided via an on-call system only for Severity 1 Issues. Response to such Severity 1 Issues may be delayed for up to 1 hour from the standard response time set forth above. Severity 2 and Severity 3 Issues will be responded to on the next business day.
   C. Holidays: COLBI observes the following holidays: New Year's Day, President's Day, Memorial Day, Independence Day, Labor Day, Veteran's Day, Thanksgiving Day, Day after Thanksgiving, and Christmas Eve, Christmas, New Year's Eve. If any of the above holidays falls on a weekend, an adjacent weekday is observed as a holiday. COLBI reserves the right to add any other Federally recognized holiday to this list.

5. **Requesting Support**:
   A. Authorized Users may submit a support case, or issue, through the COLBI helpdesk based on software purchased by emailing:

Account-Ability[sm]	aasupport@colbitech.com
COLBI Docs[sm]	cdsupport@colbitech.com
Quality Bidders[sm]	qbsupport@colbitech.com
Secure Bids[sm]	sbsupport@colbitech.com

      1) Users should always include as much information as possible about their Issue to assist Support Technicians diagnose, prioritize, and resolve them.
   B. Authorized Users may call 1-714-505-9544 to speak to a Support Technician during business hours (PST).
      1) Questions on how to use the software are answered quickly and may involve live on-screen assistance.
      2) Any Issue not resolved during the phone call will be assigned a Support Case for Issue resolution.
      3) COLBI is not responsible for individual user's browser settings, but we will help problem-solve.

6. **Maintenance and Updates**: High-quality service and availability requires COLBI to perform routine maintenance and updates on its infrastructure and software applications. While this work is performed, access to software may be suspended. Suspension of access for scheduled maintenance and updates does not constitute "Downtime." COLBI's goal is to minimize the impact of downtime and potential outages on Client. Unless COLBI is responding to an emergency situation, maintenance and upgrade activities will be conducted during scheduled maintenance periods. The Client will be notified in advance if planned maintenance and upgrade activities extend outside of scheduled maintenance periods. Scheduled Maintenance and Updates includes the following:

Service	Description	Suspension of Access	Scheduled Maintenance
Daily (Planned)	Routing maintenance and repairs, security updates, equipment replacement	0 hours	Monday – Saturday 10PM – 2AM PST
Minor (Planned)	Infrastructure maintenance, full backup and/or recoveries	Up to 4 hours	1st and 3rd Saturday 10PM – 2AM PST
Major (Planned)	Network & hardware upgrades, software & database updates, OS & application patching, performance testing & troubleshooting, changes to server configurations, and migrations	Up to 12 hours	3rd Saturday 10PM Sat thru 10AM Sun PST

7. **Suspension of Services**: COBLI may suspend Services without liability if: (i) there is an attack on servers providing Client Services; (ii) Colbi reasonably believes that the suspension of Service is necessary to protect the COLBI network, or Clients; or (iii) required by law. COLBI will give Client advance notice of a suspension, if possible.

8. **COLBI/Client License Grant**: Subject to the terms and conditions of this Agreement, COLBI grants to the Client as the "Client," and Client accepts, a non-exclusive, non-transferable, non-sub-licensable, world-wide, royalty-free license for the Term to: (i) access and use the Services, and (ii) use any of Consultant products/services included or embodied therein, in each case, solely for Client's own internal business purposes, and subject to the terms and conditions of this Agreement. Client's License for the Services is subject to such hosting policies, guidelines and specifications as COLBI may reasonably establish from time to time and which shall be posted on COLBI's website within the Client's post-login entry point for each software service. COLBI reserves right, title and interest in and to the Services, including all related intellectual property rights. No rights are granted to the Client other than as expressly set forth herein.

9. **License Terms**: COLBI owns or has the right to license the System. The System contains proprietary trade secret technology. Unauthorized use and copying of such System is prohibited by law, including United States and foreign copyright law. The Client may not share and/or disclose any proprietary information associated with the System without the express written authorization of the Consultant. The

price Client pays for a copy of the System constitutes a license fee that entitles Client to use the System as set forth below. COLBI grants to Client a non-exclusive, nontransferable license to use the System. This License may be terminated by COLBI by written notice to Client upon material breach of this Agreement by Client, following written notice and reasonable opportunity to cure. This License is subject to all of the terms of this Agreement, including those set forth below:

A. Client recognizes and agrees that the license to use the System is limited, based upon the amount of the license fee paid by Client. Limitations may include the number of employees, simultaneous users, System product modules, System features, computer model and serial number, and/or the number of terminals to which the System is permitted to be connected. Client agrees to: 1.) use the System only for the number of employees, simultaneous users, computer model and serial number, and/or terminals permitted by the applicable license fee; 2.) use only the product modules and/or features permitted by the applicable license fees; and 3.) use the System only in support of Client's own business. Client agrees not to increase the number of employees, simultaneous users, terminals, product modules, features, or to upgrade the model, as applicable, unless and until Client pays the applicable fee for such increase/upgrade. Client may not relicense or sublicense the System to, or otherwise permit use of the System (including timesharing or networking use) by any third party. Client may not provide service bureau or other data processing services that make use of the System without the express prior written consent of COLBI.

B. Client may use the computer programs included in the System (the "Programs") in object code form only, and shall not reverse compile, disassemble, or otherwise convert the Programs into uncompiled or unassembled code.

C. Client may copy the Programs as necessary to load and execute the Programs and for backup purposes only. All copies of the Programs or any part thereof, whether in printed or machine-readable form and whether on storage media or otherwise, are subject to all the terms of this License, and all copies of the Programs or any part of the Programs shall include the copyright and proprietary rights notices contained in the Programs as delivered or made accessible to the Client.

D. In the event that COLBI supplies updates, corrections, modifications, new versions or new releases of the System, (collectively referred to as "Updates"), such Updates shall be part of the System and the provisions of this License shall apply to such Updates and to the System as modified thereby.

10. **License to Host Client Data**: Subject to the terms and conditions of this Agreement, Client grants COLBI a worldwide, limited-term license to host, copy, transmit and display Client data as necessary to provide the Services in accordance with this Agreement. Subject to the limited licenses granted herein, COLBI acquires no right, title or interest in or to Client data.

11. **License to Use Feedback, Customizations, and Summarized Data**: Subject to the terms and conditions of this Agreement, Client grants COLBI a worldwide, perpetual, irrevocable, royalty-free license to use and incorporate into the Services any suggestion, enhancement request, recommendation, customization, correction or other feedback provided by Client or Users relating to the operation of the Services. Client authorizes COLBI to use Client summarized data for the purpose of enhancing Services, including but not limited to training and adaptive software tools.

12. **Client Responsibilities**: Client shall: (i) identify persons authorized to access Services on their behalf (authorized users, or Users), (ii) be responsible for Users' compliance with this Agreement, (iii) be responsible for the accuracy and quality of their data and the means by which that data is collected, (iv) use commercially reasonable efforts to prevent unauthorized access to or use of Services, and notify COLBI promptly of any such unauthorized access or use, (v) use Services in accordance with the documentation and applicable laws and government regulations, (vi) provide internet access sufficient for internet served software using up-to-date, modern browsers, and (vii) comply with the terms and conditions of this Agreement.

13. **Data Security**: COLBI shall take all reasonable precautions to prevent loss of the Client data due to acts of COLBI or any approved subconsultants. COLBI will employ storage (including backup, archive and redundant data storage) and reasonable precautions to prevent the loss of or alteration of any Client data in connection with COLBI's performance of the Services, or with use of the System by the Client under this Agreement. To protect the privacy and security of the Client's data and prevent unauthorized access to or use of such data, COLBI shall implement internal procedures and systems in connection

with the performance of this Agreement and maintenance of the System consistent with applicable international, federal, state, and local laws ("Security Procedures"). The purpose of the Security Procedures is to identify reasonably foreseeable risks to security and unauthorized access to the Client's data in connection with this Agreement and to minimize security risks, including through risk assessment and regular testing. COLBI will designate one or more employees to coordinate and be accountable for the Security Procedures.

14. **No Virus Warranty**: COLBI warrants that it will provide the Service free of Malicious Code. This warranty does not extend to Client data, media files, uploads, or alterations, or Third-Party media files, uploads or alterations.
15. **Fees and Payment Terms**: Initial payment is due when services commence or within 60 days from contracting, whichever is first. Client shall pay to COLBI all fees in accordance with the terms specified in Exhibits. All payments are due and payable within 30 days upon receipt as shown on the invoice from COLBI. All fees are exclusive of all federal, state, local, and other taxes, duties, or charges applicable to the hosting, and support, and all of such taxes, duties or charges are the sole responsibility of Client. Client agrees to pay all such taxes, duties or charges within 30 days upon receipt of an invoice from COLBI or applicable taxing authority. Any fees or undisputed payments not paid when due will be subject to interest at the rate of 18% per annum.
16. **Annual Renewals**: Commencement date shall be when services commence or no later than 60 days after contracting. Annual recurring fees will be billed prior to and are due on the expiration date to facilitate continuous service.
17. **Warranty Limitations/Disclaimer**: COLBI does not promise that the Services will be uninterrupted, error-free, or completely secure. COLBI does agree to provide fully functional software with 99.9% uptime commitment as described in Exhibits, excluding scheduled maintenance and updates (also as described in Exhibits). Client acknowledges that there are risks inherent in Internet connectivity that could result in the loss of their data. COLBI agrees to backup Client's data nightly. EXCEPT AS EXPRESSLY SET FORTH IN THIS SECTION, COLBI DOES NOT MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM USE OF THE SOFTWARE SERVICES AND THE SOFTWARE SERVICES ARE PROVIDED "AS IS" AND COLBI DISCLAIMS ALL OTHER WARRANTIES, EXPRESS OR IMPLIED, INCLUDING, BUT NOT LIMITED TO, IMPLIED WARRANTIES OF MERCHANTABILITY, TITLE, FITNESS FOR A PARTICULAR PURPOSE, AND NON-INFRINGEMENT.
18. **Termination for Infringement Claim**. If COLBI or any of its Clients is faced with a credible claim that the Services infringe on the intellectual property rights of a third party, and COLBI is not reasonably able to obtain the right to use the infringing element or modify the Services such that they do not infringe, then COLBI may terminate the Services on reasonable notice of at least 30 days, and will not have any liability on account of such termination.
19. **Effect of Termination or Expiration**: Upon the termination or expiration of this Agreement, all licensed rights granted to Client shall terminate immediately unless the Client has purchased an Archival Exit Plan. Expiration or termination of this Agreement will not relieve Client of its obligation to pay any undisputed fees or other undisputed payments that are due to COLBI. Terms and Conditions related to privacy, security and intellectual property rights will remain in effect for the life of the Client's grant to access the Services.
20. **Limitations of Liability**: In no event shall COLBI be liable for any lost revenue, lost profits, direct or indirect, special, incidental, consequential, or punitive damages, however caused and under any theory of liability, whether in contract, tort (including negligence and strict liability) or otherwise, arising out of this agreement, even if advised of the possibility of such damages, and notwithstanding any failure of purpose of any limited remedy. In no event shall COLBI be responsible for loss of data or records of Client or any third party beyond the 30-day backup period included in the Services unless Client purchases extended backup. Client shall be responsible for ensuring proper and adequate backup and storage of its data for any additional period. Except for claims based on COLBI's willful misconduct, the maximum aggregate liability of COLBI under any theory of law (including breach of contract, tort, and strict liability) shall not exceed one (1) times the yearly recurring service fees in effect for the Services at

the time of the occurrence of the event(s) giving rise to the claim. Users of the software as a service over the internet are 100% responsible for all of their actions in the software after account creation.

21. **Governing Law**: This Agreement shall be governed by the laws of the State of California.
22. **Force Majeure**: Neither party will be liable to the other party for failure or delay in the performance of a required obligation if such failure or delay is caused by strike, riot, fire, flood, earthquake, civil unrest, interruption, error, or malfunction resulting from natural disaster; transportation problems; defects of third-party software, hardware, communications, or power supplies; actual or threatened war or terrorist acts; Acts of God; and other acts, events, or circumstances beyond its reasonable control.

End of Exhibit B

CITY OF LA PALMA AND ANAHEIM UNION HIGH SCHOOL DISTRICT
SCHOOL RESOURCE OFFICER AGREEMENT

This agreement ("Agreement") is made and entered into as of June 12, 2025, by and between the CITY OF LA PALMA, a municipal corporation of the State of California ("City") and the ANAHEIM UNION HIGH SCHOOL DISTRICT, a political subdivision of the State of California, ("District") (collectively the "Parties").

A. Recitals.

(i). John F. Kennedy High School and Walker Junior High School (individually the "School," or together, the "Schools") are part of the District.

(i). The Parties have determined that there is a need for the services of one (1) police officer at the Schools in order to more effectively deal with police-related issues that are unique to school campuses. It is the intent of this Agreement that a La Palma police officer will patrol the grounds and buildings of the Schools (the "Campuses"), respond to crimes that occur on the Campuses, and be utilized for crisis intervention, counseling, and mentoring of students.

(ii) The Parties desire to establish an effective mechanism for the provision of such services on the Campuses.

(iii) All legal prerequisites to the making of this Agreement have occurred.

NOW, THEREFORE, in consideration of the mutual covenants and conditions set forth herein it is agreed by and between City and District as follows:

B. Agreement.

1. "Commencement Date" means July 1, 2025.

2. "Termination Date" means June 30, 2026.

3. Term. The term of this Agreement shall commence at 12:00 a.m. on the Commencement Date and shall terminate at 11:59 p.m. on the Termination Date. This Agreement shall automatically renew annually for an additional period of one (1) year commencing at 12:00 a.m. on July l of the next succeeding year, unless either Party elects to terminate or alter the Agreement as hereafter provided, up to a total of five (5) years. If either Party wishes to terminate this Agreement without cause or alter its renewal terms, the Party desiring the alteration or termination shall notify the other Party in writing sixty (60) days prior to the proposed alteration or termination date.

4. City shall designate one La Palma Police Department sworn police officer position to perform full-time duties as a School Resource Officer ("SRO") on the Campuses. The City shall have sole discretion over which of its sworn police officers it designates to serve as SRO on the Campuses.

The SRO shall be qualified to perform the services set forth in this Agreement. The City Manager or designee and the District's Director of Student Support Services shall agree to the SRO's schedule of hours in writing prior to each one year term of this Agreement.

5. District agrees to reimburse City for 50 percent of the base salary and cost of health benefits of one Police Officer, as determined by the "Rate Schedule," included herein as Attachment A, but not to exceed $125,000 per one year term of this Agreement. These amounts may be subject to adjustment in subsequent years as mutually agreed upon between the parties or as modified through collective bargaining agreements pursuant to Section 7 below.

6. In consideration for services contained herein, District agrees to reimburse City upon quarterly receipt of an itemized invoice. District agrees to reimburse City for 50 percent of the actual costs incurred at the time services are provided, according to City's rate schedule. It is understood by both Parties that rate increases in salary and benefits are governed by collective bargaining agreements and/or statute and no advance written notification is necessary before implementing the increased rates. In the event City incurs a rate increase, District agrees to pay the increased rate.

7. The District agrees to pay City within 45 days after the date of District's receipt of the itemized invoice.

8. If the City is unable to provide, within a one year term of this Agreement, a SRO as set forth in this Agreement for a cumulative period exceeding ten days scheduled for SRO service as described in Section 4, the District may credit any payments owed to the City on a pro-rated basis for the ten scheduled days the City did not provide an SRO and any additional scheduled days the City did not provide an SRO. The City shall make every effort to ensure an SRO is available on every scheduled day pursuant to the schedule described in Section 4.

9. SROs providing services under this Agreement shall not be deemed District employees for any purpose. City shall be solely responsible, in all respects, for compensation, benefits, workers' compensation, and insurance, training, coordination and management of duties, supervision, discipline, and all other matters related to the SRO's employment. The SRO shall comply with all District rules and regulations while on duty as an SRO on the Campuses.

10. City and District agree that the duties of the SRO shall be as follows:

(a). Act as a resource for individual problems or questions in the area of law enforcement and related matters for School administrators, students, parents, teachers, School staff and others involved in the welfare and education of youth.

(b). Counsel students and parents in the area of law enforcement and related matters and as deemed appropriate by the SRO.

(c). Assist School authorities in determining the most appropriate courses of action in cases involving violations of law on campus or youth the School has determined to be at risk of performing a criminal act(s).
(d). Collaborate with School authorities in finding resources that may assist in helping students the School has determined to be at risk of performing a criminal act(s).

(e). Inspect School facilities for security and traffic concerns and vandalism deterrents. Recommend reasonable solutions to safety, traffic, and vandalism concerns.

(f). Take reports of criminal offenses that occur on School property and submit them to the Police Department for follow-up. Develop a non-threatening relationship with students.

(g). Give presentations to students on administration of justice, youth, and the law; rights and responsibilities of students and parents; bicycle, and pedestrian safety, drug abuse, anti-gang messages, and other topics as mutually agreed.

(h). Meet with PTA groups, teacher groups, student body groups, and other interested groups in the area of law enforcement and related matters as the SRO deems necessary and appropriate.

(i). Assist in planning security and law enforcement for, and supervise, School dances, sporting events, and other school activities.

Both parties agree the SRO shall not be responsible for the following:

(a). Discipline of students.

(b). Enforcement of school rules and regulations.

11. The District and City acknowledge and agree that for purposes of sharing pupil record information, the SRO shall be deemed a "school official" consistent with applicable federal and state law and regulations. Pursuant to 34 Code of Federal Regulations (§ 99.3l (a)(l)(i)(B)), both parties agree that the SRO, as a school official:

(a) Performs a service or function, as noted in this Agreement, for which the District would otherwise use employees;
(b) Is under the direct control of the District with respect to the use and maintenance of education records;
(c) Is subject to the requirements in § 99.33(a) that the personally identifiable information (PII) from education records may be used only for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of students, and governing the redisclosure of PU from education records; and
(d) Meets the criteria specified in the District's annual notification of FERPA rights for being a school official with a legitimate educational interest in the educational records. That criteria includes the above three points and limits access to pupil records to those pupil records the SRO needs to review in order to fulfill his or her professional responsibility.

In addition, both parties agree that SRO acting as school official under this Agreement may only use personally identifiable information from pupil records for the purposes for which the disclosure was made, e.g., to promote school safety and the physical security of the students, in accordance with 34 CFR §§ 99.3l(a)(l)(i)(B)(3) and 99.33(a)(2). In addition, SRO under this Agreement is subject to FERPA's redisclosure requirements in 34 CFR § 99.33(a), which means that a SRO who is acting as a "school official" under FERPA may not re-disclose pupil record information from education records to others, including other employees of his or her police department who are not acting as school officials without consent, unless the disclosure fits within one of the exceptions to consent in FERPA such as a subpoena, court order, emergency determined by the District, or directory information if the parent/legal guardian has not opted out.

12. The City agrees to indemnify and hold District harmless from any and all liabilities, claims, and costs, including reasonable attorneys' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to this Agreement. City shall, however, have no obligation to indemnify and hold District harmless for the negligent or intentional wrongful acts of District's officials, employees, and agents.

13. District hereby agrees to indemnify and hold City harmless from any and all liabilities, claims, and costs, including reasonable attorneys' fees associated with any claims or demands related to the conduct of the SRO or services provided by him/her pursuant to this Agreement. District shall, however, have no obligation to indemnify and hold City harmless for the negligent or intentional wrongful acts of City's officials, employees, and agents.

14. The City Manager or designee is authorized to take any and all actions to administer this Agreement on behalf of City as specifically set forth herein, including, but not limited to, terminating services in accordance with the Agreement and executing amendments to the Agreement, provided such amendment(s) does not cause an increase in cost.

15. Termination. Either Party may terminate this Agreement for any reason on 30 calendar days' written notice to the other Party. The City agrees to cease all work under this Agreement on or before the effective date of any notice of termination. All District data, documents, objects, materials or other tangible things shall be returned to District upon the termination or expiration of this Agreement. Upon termination, City shall be paid based on the work satisfactorily performed at the time of termination.

IN WITNESS WHEREOF, the Parties hereto have caused this Agreement to be executed on the dates hereinafter respectively set forth.

Date of Execution

CITY OF LA PALMA
a municipal corporation

_____

By: _____

Mike Egan
Interim City Manager

ATTEST:

By: _____

Kimberly Kenney, CMC
City Clerk

Date of Execution

ANAHEIM UNION HIGH SCHOOL DISTRICT

_____

By: _____

Printed Name Nancy C. Nien

Title Assistant Superintendent, Business

APPROVED AS TO FORM:

COLANTUONO, HIGHSMITH & WHATLEY, PC

By: _____

Ajit Thind, City Attorney

Dated: _____

Attachment A: Rate Schedule (La Palma School Resource Officer) FY 2026-2028

	Unit	Wage Schedule	Department	Job	Total ($) FY 2026	Total ($) FY 2027	Total ($) FY 2028
Wages	LPPA	LPPA	Police	Police Officer (PEPRA)	$ 107,728.39	$ 115,514.88	$ 120,135.48
Benefits	LPPA	LPPA	Police	Police Officer (PEPRA)	$ 26,948.65	$ 27,979.77	$ 28,591.66
				TOTAL	**$134,677.04**	**$143,494.65**	**$148,727.13**
				AUHSD 50%	**$67,338.52**	**$71,747.33**	**$74,363.57**

Attachment A

Fiscal Year	Wage Schedule	Department	Job	Dental (Total $)	Life/ADD/Dep Life (Total $)	LTD Safety (Total $)	Medical (Total $)	Medicare (Total $)	CalPERS - Safety PEPRA (Total $)	Vision (Total $)	Benefits Total ($)
FY 2026	LPPA	Police	Police Officer (PEPRA)	$ 625.20	$ 204.00	$ 356.40	$ 11,057.88	$ 1,679.40	$ 12,625.77	$ 400.00	**$ 26,948.65**
FY 2027	LPPA	Police	Police Officer (PEPRA)	$ 625.20	$ 204.00	$ 356.40	$ 11,057.88	$ 1,797.95	$ 13,538.34	$ 400.00	**$ 27,979.77**
FY 2028	LPPA	Police	Police Officer (PEPRA)	$ 625.20	$ 204.00	$ 356.40	$ 11,057.88	$ 1,868.30	$ 14,079.88	$ 400.00	**$ 28,591.66**

Micro-Purchase Self Certification

Per Title 2, Code of Federal Regulations 2 CFR 200.320(a)(1)(iv), program operators may now self- certify for a micro- purchase threshold, up to $50,000, on an annual basis.

Anaheim Union High School District chooses to exercise the option to increase their micro- purchase threshold. The following information serves as documentation of (1) their justification for the increased micro-purchase threshold, (2) a clear indication of the threshold, up to $50,000, and (3) supporting documentation of the criteria the agency met to qualify for this self-certification.

1. Justification for the increased micro-purchase threshold

   Anaheim Union High School District will follow the increased micro-purchase threshold of $50,000 for applicable purchases for the Food Services Department. The District justifies the increase to the $50,000 threshold to purchase goods and services that are reasonably priced, based on District experience and all available information and historical data, in cases in which purchases are limited or unavailable through the District's existing procurement agreements.

2. A clear indication of the threshold, up to $50,000

   At Anaheim Union High School District, the micro- purchase threshold is an aggregate value of $50,000 or less, effective July 1, 2025.

3. Supporting documentation of the criteria the agency met to qualify for this self-certification:

   Anaheim Union High School District qualifies as a low-risk auditee, in accordance with 2 CFR. Section 200.520.
   - receives an external audit on an annual basis.
   - confirms that the audits conducted verify that our agency has internal controls in place.
   - did not receive any findings in the preceding two audit periods.

The Authorized Representative, in signing this document, certifies that they have determined that their agency is considered a low-risk auditee.

In addition, the Authorized Representative, in signing this document, certifies that they understand the following:

If a program operator has received an internal or external audit within the last two preceding audit periods, and received findings related to their food service programs, they are unable to self-certify.

When a program operator is unable to self-certify, they are prohibited from using a higher micro-purchase threshold.

If a program operator self-certifies that they must maintain all documentation to support their increased micro-purchase threshold.

Per 2 CFR. Section 200.334, failure to maintain the appropriate documentation to support the agency's self-certification and the use of a higher micro-purchase threshold, up to $50,000, may result in the disallowance of the entire purchase conducted under the self-certified micro-purchase threshold.

Certification

Agency Name: Anaheim Union High School District	
Amount of Micro-purchase Threshold Increase	**$50,000**
Effective Date	**July 1, 2025**

Nancy Nien, Ph.D. — Assistant Supt., Business Services

Authorized Representative — Title

Signature — Date

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June, 2025, between the Anaheim Union High School District ("District") and James Gow("Contractor") (each a party, collectively, "Parties").

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

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

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

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

NOW, THEREFORE, the Parties agree as follows:

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

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025 through May 25, 2025.

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

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

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of Five Thousand Dollars ($5000) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently

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

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

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

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

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

10. **Insurance**.

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

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

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

10.1.3 Workers' Compensation/Employers Liability Insurance. A program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract.

If Contractor has no employees, it may certify or warrant to the District that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the District's Director of Risk Management.

10.1.4 Automobile Liability Insurance. Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

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

If the Contractor is transporting one or more non-employee passengers in performance of contract services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for bodily injury and property damage per occurrence.

10.1.5 Umbrella Liability Insurance. An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

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

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

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

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

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

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

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

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

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

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

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

10.2.5 All policies shall be written on an occurrence form.

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

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

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

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

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

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

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

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

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

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

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

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

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

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: hernandez_r@auhsd.us

James Gow

367 N Via Remo
Anaheim, CA 92806
Phone: 951-553-8503
Email: jagow89@gmail.com

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

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

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

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

25. **Severability.** If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired, or invalidated in any way.

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

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

Anaheim Union High School District

Date: 6/12/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

James Gow

Date: 3/6/2025

By: _____

Print Name: James Gow

Title: Consultant

EXHIBIT A

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

James Gow is a Southern California native with years of experience as a visual instructor, designer, and choreographer

As a visual designer, James has worked with Southwind Drum and Bugle Corps (2017-2018) and The Blue Knights Drum and Bugle Corps (2018-2022) and serves as the drill designer and choreographer for multiple high school programs across the country. James also served as the Visual Co-Caption Head of the Mandarins Drum and Bugle Corps in 2023. He also designs visual programs for scholastic and independent winter drumlines including Instinct Percussion and is currently a choreographer and visual instructor for WGI gold medalist, Broken City Percussion.
James is the current visual caption head and choreographer for BOA semi-finalist Vista Murrieta HS. He has been a member of the visual staff for the Sacramento Mandarins (2011), The Cadets (2012), and The Blue Devils Drum and Bugle Corps (2013-2018).

James will be providing staging for the Winter Percussion groups at Katella High School and Loara High School.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June, 2025, between the Anaheim Union High School District ("District") and Jazper Saldaña("Contractor") (each a party, collectively, "Parties").

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

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

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

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

NOW, THEREFORE, the Parties agree as follows:

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

2. **Term**. The term for services pursuant to this Agreement is from March 7, 2025 through May 25, 2025.

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

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

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of Four Thousand Dollars ($4000) and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

5. **Independent Contractor**. Contractor is customarily engaged in an independently

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

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

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

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

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

10. **Insurance**.

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

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

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

10.1.3 Workers' Compensation/Employers Liability Insurance. A program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract.

If Contractor has no employees, it may certify or warrant to the District that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the District's Director of Risk Management.

10.1.4 Automobile Liability Insurance. Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

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

If the Contractor is transporting one or more non-employee passengers in performance of contract services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for bodily injury and property damage per occurrence.

10.1.5 Umbrella Liability Insurance. An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

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

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

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

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

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

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

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

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

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

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

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

10.2.5 All policies shall be written on an occurrence form.

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

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

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

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

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

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

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

16. Fingerprinting of Employees. Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No ☑ Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such

time as the Contractor has certified in writing, using the District's approved criminal records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

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

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

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

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

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

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Dr. Seema Sidhu
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3579
Email: hernandez_r@auhsd.us

Contractor
Jazper Saldaña

6920 Meadow Way Ln
Fort Worth, TX 76179
Phone: 858-877-1036
Email: jazpersaldana@yahoo.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: 6/13/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Jazper Saldana

Date: 3/6/2025

By: _____

Print Name: Jazper Saldaña

Title: Consultant

EXHIBIT A

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

Jazper Saldaña is currently the Percussion Band Director at Haltom High School in Fort Worth, TX. Prior to that, he worked with numerous groups in the Southern California and Texas areas including Westminster HS, Ayala HS, and Centennial HS. He is the front ensemble arranger for Instinct Percussion as well other high school programs in California and Texas. Jazper has also served as the Front Ensemble Caption Head for the Mandarins, Blue Stars, and Vigilantes Indoor Percussion. Additionally, he is on staff with the Concord Blue Devils.

Originally from San Diego, California, he completed a Bachelor's Degree in Percussion Performance from California State University, Long Beach. He went on to receive a Master's Degree in Percussion from the University of North Texas. Indoor marching experience includes Alternative Percussion, Pulse Percussion, and Riverside Community College. DCI credits include the Sacramento Mandarins and the Concord Blue Devils.

Jazper will be arranging music for the Winter Percussion Front Ensemble Sound Design for both Katella High School and Loara High School.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June, 2025, between the Anaheim Union High School District ("District") and Safir and Associates, 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 June 13, 2025 through July 18, 2025.

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

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

4. **Compensation**. District agrees to pay the Contractor for Services satisfactorily rendered pursuant to this Agreement a total fee of five thousand, seven hundred and fifty Dollars ($5750) 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 **X** For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. A program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract.

If Contractor has no employees, it may certify or warrant to the District that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the District's Director of Risk Management.

10.1.4 Automobile Liability Insurance. Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

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

If the Contractor is transporting one or more non-employee passengers in performance of contract services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for bodily injury and property damage per occurrence.

10.1.5 Umbrella Liability Insurance. An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

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

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

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

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

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

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

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

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

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

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

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

10.2.5 All policies shall be written on an occurrence form.

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

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

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

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

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

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

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

16. **Fingerprinting of Employees.** Is this Contractor interacting with students, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee? Yes ☐ No **X** Pursuant to Education Code section 45125.1, any entity that has a contract with a local educational agency shall ensure that any employee who interacts with pupils, outside of the immediate supervision and control of the pupil's parent or guardian or a school employee, has a valid criminal records summary by submitting employee fingerprints to the California Department of Justice. The Contractor shall not permit any employee to interact with District students until such time as the Contractor has certified in writing, using the District's approved criminal

records certification form, that neither it nor any of its identified employees has been convicted of a felony, as defined in Education Code section 45122.1.

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

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

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

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

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

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Diana Fujimoto
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fried_j@auhsd.us

Contractor
Safir and Associates, LLC
Attn: Shane Safir
1394 Barrows Rd.
Oakland, CA 94610
Phone: 510-594-9191
Email: shane@shanesafir.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: June 13, 2025

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Safir and Associates, LLC

Date: June 12, 2025

By: _____

Print Name: Shane Safir

Title: Consultant

EXHIBIT A

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

Contractor shall:

Design and facilitate a one-hour Street Data keynote on "Coherence in Action: Real Stories, Real Shifts," for the Leadership Advance Summit on July 17, 2025.

- Keynote will reintroduce and reinforce the Street Data framework as a school and systems change model.
- Keynote will incorporate a video or live empathy interview, modeling deep listening "moves" aligned with the Pedagogy of Voice framework that invite student voice, story, and public reflection
- Keynote will communicate that the Equity Transformation Cycle is an ongoing process tool, not a one-and-done, and touch on the need to Reimagine education.

Payment for project fees will be made on the following schedule: a deposit of $500 will be billed upon contract signature and the remainder of the fees, plus travel expenses, will be billed upon completion of the services. Consultant enters into this agreement as, and shall continue to be, an independent contractor. In no circumstances shall Consultant look to Client as his/her employer, partner, agent, or principal. Consultant shall not be entitled to any benefits accorded to Client's employees, including medical benefits, workers compensation, disability insurance, retirement plans, vacation or sick pay.Consultant may have access to confidential information, both verbal and written, relating to Client's staff, teachers, students and the organization. Consultant and Client agree that this confidential information may be discussed only within the boundaries of this organization and scope of work. Consultant owns all graphics, tools, rubrics, assessments, handouts, agendas, PowerPoint slides, and others related materials used and/or developed and/or referenced by Consultant in the preparation and the performance of services pursuant to the Agreement ("Materials"). Client and its representatives, employees, agents, and partners shall retain no ownership, interest, or rights herein. During and at the conclusion of the Agreement, Client agrees that all Materials, including but not limited to derivatives, will remain the exclusive intellectual property of Consultant and Client shall not use Materials without appropriate attribution and express written consent from Consultant. Consultants who do not declare a State of California address may be subject to California tax withholding (up to 7%) for all services provided within the State of California. The Form CA590 or CA587 is required for all Non-resident contractors. Both parties may, at any time, for any reason, terminate this agreement. In the event of termination, Client will compensate Consultant only for services satisfactorily rendered to the date of termination.

UNLIMITED YOU

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 NORTH CRESCENT WAY • ANAHEIM, CA • 92801
(714) 999-3526 Fax: (714) 635-5903
SPECIAL YOUTH SERVICES

Contract to Provide

Occupational Therapy Evaluation

[redacted] the educational rights holder of [redacted], requested that the Anaheim Union High School District fund an independent occupational therapy evaluation and has requested that the District contract with Susanne Smith Roley, dba Susanne M. Smith, Inc., for the evaluation. The District has agreed to fund the evaluation pursuant to the Greater Anaheim SELPA IEE Policy and contract with Susanne M. Smith, Inc. to complete the evaluation under the following terms and conditions:

1. The District agrees to fund an occupational therapy evaluation to be conducted by Susanne M. Smith, Inc. at a total cost not to exceed Two Thousand Two Hundred Dollars ($2200).

2. In exchange for the total amount not to exceed $2200, Susanne M. Smith, Inc. agrees to the following:
   a. Perform an occupational therapy evaluation by June 30, 2026.
   b. Create a written report.
   c. Attend an IEP meeting to review the evaluation and findings. Attendance may be telephonic

3. In addition to completing the foregoing, Susanne M. Smith, Inc. agrees to the following:

   a. Will consult and collaborate with District assessment personnel.

   b. Provide the District the written report at least five (5) business days prior to any IEP meeting scheduled to review the evaluation.

   c. Provide the District a copy of all protocols used in the evaluation. The protocols shall be provided with the written report.

   d. Will not use any subcontractor or other personnel to provide any portion of the work to be performed without first obtaining written approval by the District.

e. Will be acting as an independent contractor and will not be working directly for the District.

4. It is understood and agreed that any recommendation for services made following the evaluation and agreed to by the IEP team will not be implemented by Susanne M. Smith, Inc.

5. This Agreement requires approval by the Board of Trustees of Anaheim Union High School District. Once executed by all Parties, this Agreement will be placed on the agenda for the next regularly scheduled Board of Trustees meeting.

6. Payment contained herein is contingent upon Board approval and submission of an original itemized invoice detailing the work completed and/or expenses incurred. The District agrees to pay the invoice within 45 days of receipt of all of the following: (1) an itemized invoice, (2) the written evaluation including protocols, and (3) this fully executed Agreement.

7. Indemnification and Hold Harmless:

   a. To the fullest extent allowed by law, Susanne M. Smith, Inc., shall defend, indemnify and hold harmless the District and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by Susanne M. Smith, Inc., or her directors, officers, agents, employees, volunteers or guests arising from the duties and obligations described in this agreement or imposed by law.

   b. To the fullest extent allowed by law, the District shall defend, indemnify and hold harmless Susanne M. Smith, Inc., and her directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by the District or its directors, officers, agents, employees, volunteers or guests arising from the District's duties and obligations described in this agreement or imposed by law.

8. Parties shall cooperate in executing any documents and/or completing any actions necessary to implement this Agreement.

9. The Parties acknowledge that this Agreement is confidential and will not be shared except as required by law. The Parties agree to disclosure and admissibility of this Agreement for implementation and/or enforcement.

10. This Agreement may be signed in counterparts permitting signatures to appear on separate signature pages. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement.

11. This Agreement may be executed by fax signature such that a fax signature acts as an original.

The Parties hereto have approved this Agreement.

Dated: 5/27/25 By: Susanne Smith Roley, OTD, OTR/L, FAOTA

Susanne Smith Roley OTD, OTR/L, FAOTA
Susanne M. Smith, Inc.

Dated: 6/13/25 By: _____

Dr. Jaron Fried,
Assistant Superintendent, Education Division
Anaheim Union High School District

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June 2025, between the Anaheim Union High School District ("District") and *Bowman Consulting Group, 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 *June 13, 2025,* through *June 30, 2026*.

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 amount not to exceed $186,675.00 Dollars and no other costs or expenses. Payment for the Services shall be made for all undisputed amounts in installment payments within forty-five (45) days after the District receives an invoice from Contractor for Services actually completed.

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

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

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

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

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

10. **Insurance**.

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

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

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

10.1.3 Workers' Compensation/Employers Liability Insurance. A program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract.

If Contractor has no employees, it may certify or warrant to the District that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the District's Director of Risk Management.

10.1.4 Automobile Liability Insurance. Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

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

If the Contractor is transporting one or more non-employee passengers in performance of contract services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for bodily injury and property damage per occurrence.

10.1.5 Umbrella Liability Insurance. An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

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

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

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

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

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

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

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

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

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

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

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

10.2.5 All policies shall be written on an occurrence form.

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

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

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

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

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

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

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

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

convicted of a felony, as defined in Education Code section 45122.1.

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

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

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

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

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

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy: Adela Cruz
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fried_ja@auhsd.us

Contractor
Bowman Consulting Group, LLC
Attn: Doris Bowman
P.O. Box 144
Denver, NC 28037
Phone: 503-896-6780
Email: doris@bowmanconsultgroup.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: 6/13/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Bowman Consulting Group, LLC

Date: March 5, 2025

By: Doris Bowman

Print Name: Doris Bowman

Title: Owner/ Director of Training

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: *Please see attached Exhibit A (9 pages)*.

Team Bowman & AUHSD Trauma-Informed Practices Project

Exhibit A

Phase 1 - Timeline/Continuum and Funding Investment for Initial AUHSD Roll-Out of Trauma-Informed Training & Implementation

Description of services to be provided, roll-out plan, and costs per the 2/25/2025 discussion of AUHSD Administration and Bowman Consulting Group.

→ Revised on 4/30/25 into Phase 1 Elements, with possible Phase 2 Elements per AUHSD Team discussion in late 04/2025

Opening thoughts: We recognize there are aspects of scheduling, staffing, and needs of AUHSD schools of which we're unaware that could impact or slow the flow and pace of this plan. We fully expect that. Providing this work plan in this form is meant to be congruent with the way in which information was requested – to create a timeline/continuum to envision how we might optimally progress together through various elements of bringing in and establishing trauma-informed care as part of AUHSD's identity and everyday service to students and families. **Three primary goals drive this plan:**

1) **Get core components in place as quickly and as efficiently as is reasonably possible - AND by CYBHI grant's end-date of June 2026**, within the confines of scheduling and staffing challenges and the limitations of what can be done to address those
2) **Optimize the activities and results you will get for every dollar spent** - be smart about scheduling, smart about travel, smart about grouping activities where possible, smart about optimizing every staff learning opportunity to create optimal reach across building leaders and staff
3) **ENSURE that what you are building is sustainable, and positioned to thrive** once Rick & Doris are no longer consistently present…
    a) **That your Master ToT Candidates are truly prepared** to be the ones to lead the way, fuel the momentum, support others, and sustain the approach
    b) **That Master ToTs are able to uphold fidelity for these practices to become the fiber of who you are as AHUSD** for students & families who are suffering the most

We have sincerely appreciated the collaborative approach your team has taken to the ongoing reshaping and development of this proposal. Your willingness to meet, share, hit pause, shift, and adjust for what is truly needed and what is realistic, are all the things that are enabling us to shape and develop the ultimate plan in ways that we could never do without this level of collaboration. **We thank you for that!**

Terms for Reference:

→ **District-Based Master Trainer Candidates/ToT Cohort** = School Psychologists, LCSWs, and others selected by leadership

→ **School-Based Master Trainer Candidates/ToT Cohort** = Curriculum Specialists, 5Cs, Coaches, Leads, and others selected by leadership

→ **TTI = 1-Day "Truly Trauma-Informed: Designing Actionable Systems & Practices" Trauma-Informed Training for all staff**

- **Provides accessible, practical neuroscience foundation followed by use of a framework of 6 core principles of trauma-informed care**, with each one being expanded upon through presentation of actionable practices staff can use in their role/classroom.
- **A rubric of these 6 core principles also acts as a guiding filter by which staff can assess any practice they wish to implement** in their role/classroom moving forward to determine whether it meets the criteria of being trauma-responsive, thus increasing the level of independent application and sustainability.

Team Bowman & AUHSD Trauma-Informed Practices Project

Time Period	Activity & Rates	What does this look like? Purpose? How does it unfold? Etc…	Total Cost

2 1-Day TTI Trainings Requested: July/Aug dates TBD	**1-Day Training: "Truly Trauma-Informed?" (TTI) for all ToT Cohort Members & some Bldg Leaders**
	
	~~$6250 = <40~~
	~~$8650 = 40 - 80~~
	$11,700 = 80+
	plus travel
		• **"Truly Trauma-Informed" Training for:**
		  ○ District-Based Master ToT Cohort & School-Based Master ToT Cohort
		  ○ Building Leaders TBD plus other Admin *(appropriate for ALL admin relevant to working with BOTH students and families with trauma impacts, as well as supervising staff with trauma impacts)*
		  ○ **Relevant also to any staff working in the area of Attendance/Absenteeism**
		• Estimated a group of approximately 250 – 300 including Master Trainer teams, leaders, etc.
		• This will provide all leaders (especially building leaders) training in the same concepts and strategies that their Teacher Leaders will be working to advance, and their staff will be learning down the road
			Training (ea)
			(Incl Travel) **15,025.00**

Aug-Sept- Oct-Nov 2025	**Master Trainer ToT Candidate Preparation Process** (to be able to deliver TTI 1-Day Training to Staff)
	
	Neuroscience Study
	$6,000/2 groups <=50
	
	Troubleshooting & Feedback Sessions
	$9,000 full ToT Grp x2
	Start Mid-Sept(?)
	
	Trainer "Assist" - Partner training w/BCG
	($ = Usual rate for training staff group of <40participants.
	- <u>NO added charge</u> for this being an Assist by ToT team members)
	
	$6250 = <40
	~~$8650 = 40 - 80~~
	~~$11,700 = 80+~~
	plus travel
	
	(Single Training rate incl travel: $9575)
	
	Paired Training (2 same-day) rate incl travel: $15,825
		• **Neuroscience Foundation and underpinnings of trauma-informed interventions/strategies/supports**
		  ○ 4 Sessions of 90 minutes to cover most vital portions OR option to conduct all sessions in one day
		  ○ Link study content to TTI trainings and everyday intervention/support with students & other staff
		  ○ Master ToTs given content application goals to use what they're learning
		• **Monthly 2-hr virtual "Implementation Troubleshooting & Feedback" for ToT Team members -**
		  • **Two 2-hour groups back-to-back: One middle school, one high school**
		  ○ Troubleshooting implementation challenges with students or other staff (*Some of the <u>BEST learning</u> happens when staff are listening to us troubleshooting their own or someone else's case*)
		  ○ Opportunity to reflect on application, ask questions, get clarification, reteaching, and expanding
		• **Trainer "Assist" partner training for approximately 60 Master Trainers w/BCG Trainer for TTI Training**
		(Approx. 15 trainings needed with 3-4 staff Assisting in each)
		  ○ 1-Day TTI training = 2 teams of 3-4 each (one w/Rick, one w/Doris) at lowest rate $6250
		  ○ Each Trainer Candidate delivers portions of the training with Rick or Doris to group of 20-40 staff
		  ○ Observing & receiving feedback from Rick/Doris as a "fellow trainer" as they
		  ■ Respond to staff challenging these approaches (*in a regulated, trauma-informed way*)
		  ■ Respond to tough questions that go beyond the surface content *(require neuroscience)*
		  ■ Field objections raised by staff (*in a trauma-informed manner*)
		  ■ Manage requests for solutions, or to expand on the material being covered
		  ■ Describe application - *How will this look / work / be possible in the classroom?*
		  ○ Assuming a number of 60 ToTs from schools and district office, this would mean 15-16 TTI trainings of school staff to complete all ToT team member Assists.
		★ ***<u>OUTCOME:</u> 15-16 GROUPS OF SCHOOL STAFF WILL ALSO BE TRAUMA TRAINED THROUGH THE PROCESS OF THE MASTER ToT ASSISTS BEING COMPLETED.***
			Neuroscience Foundat. Study & Application - **6,000.00**
			
			Monthly Troubleshooting & Feedback - **9,000.00**
			
			Trainer Assists 1-Day TTI Training(Incl .Travel)
			~16 Total Assists
			(x4 Staff per Assist)
			- Total cost based on 2 Assists per trip, cutting travel in half [8 total]
			126,600.00
			
			(SEE NOTE BELOW)
			
			<u>NOTE:</u>
			Optimizing Travel w/2 training days at a minimum per trip:
			- 2 groups/day x 2 days = total of <u>4</u> training groups done per trip Instead of <u>2</u> per trip
			The total becomes ~113,300.00 for this item – a savings of $13,300.00

		A "Smart Scheduling" strategy to optimize funding by reducing travel costs *would be to clump these single-day pairs of 2 trainings into sets of 2-3 consecutive weeks, such as: • Monday-Wednesday • Tuesday-Thursday* ★ ***For each 1-Day set of trainings that occurs with 2 ToT teams of 3-4, each with Rick or Doris*** ○ ***It takes care of the Assist for 6-8 ToT team members*** ★ *It should only take a maximum of 15-16 trainings (8 training days of two groups each day) to complete all ToT Assists if the number of Master Trainer Candidates remains at or below 60)* ★ *This would require far fewer round trips, reducing costs by the amount of numerous sets of airfares, and also perhaps make possible long-term stay hotel discounts.*	
As soon as possible, at or after the start of the school year *- **This item is imperative** to avoid the creation and use of plans that trigger students and undermine all other efforts*	**1-Day Trauma-Informed FBA/BSP training for staff who create these:** *Agency rate for initial in-person group:* ~~$6250 = <40~~ ~~$8650 = 40 - 80~~ **$11,700 = 80+** plus travel Training rate including travel: $15,025.00	**"Maximizing Behavioral Outcomes: Creating Trauma-Informed, Skill-Focused, Neuro-Affirming FBAs & Behavior Support Plans that Improve Emotional, Behavioral & Academic Functioning & Build Resilience"** • Includes a **ready-made template and all associated tools** for conducting trauma-informed, neuro-affirming FBAs & developing behavior plans that align with all principles of trauma-informed practice • Includes training on assessing for vital factors, and designing subsequent plans that address important concerns specific to the needs of students showing pain-based behavior as a result of trauma, including approaches proven to repattern the sensitized nervous system – essential to any trauma-informed plan: ○ **Avoids creating plans that trigger/activate the stress response system** (SRS) and **become the cause** of conflict, defiance, escalations and behavior incidents ○ **Proactively works on healing & regulating** the impacted autonomic nervous system (ANS) of the student so they can become receptive to adult interaction and available for learning ○ **Focuses goals on the neurocognitive skills (including self-regulation) that need to be built** ■ *As opposed to "chasing compliance" w/contingency systems w/students lacking skills* ○ **Avoid retraumatizing the student *(and potentially the family as well)***	Training (Incl Travel) **15,025.00** **NOTE:** Staff not able to be trained at the initial in-person training will be permitted to attend ANY BCG Virtual offering of this training at no additional cost
1-Day "Truly Trauma-Informed" (TTI) • Two Initial Full Group Trainings • Master Trainer Candidate Prep for up to 60 cohort members: Neuroscience, and Implementation Consultation & Troubleshooting • "Truly Trauma-Informed" Training Assist in groups of 3-4			171,650.00
This TTI subtotal cost can be reduced by smart scheduling to optimize the number of trainings accomplished per trip. Calculations of the cost reduction that can be accomplished by planning at least 2 days of 2 trainings each per trip (i.e., one wk of M-W or two wks of T-Th) amounts to a savings of $30,000.00			(– 13,300.00)
1-Day "Trauma-Informed FBA" Training - Critical Additional Component - All staff responsible for conducting FBAs, developing Behavior Support Plans ➔ **Critical to preventing creation of plans that work in direct opposition the district-wide trauma-informed effort** ➔ **Ensures that trauma-informed practices are replacing punitive practices to the greatest extent possible for students with chronic behaviors** ➔ ***Rate will include initial "Full Group In-Person Training" plus access to multiple virtual dates for any who can't attend that day or need it later***			15,025.00

Team Bowman & AUHSD Trauma-Informed Practices Project

In the interest of seeing this project happen in ways that will support sustainability, we have discounted training rates to our rates of 2 years ago in order to bring the total down to the current figure.

One way that we have indicated that a reduction in total cost can likely happen is for Master ToT Training Assist days to be scheduled so that numerous training days can occur within one trip. **By doing this, there is potential for the total amount of the project to be decreased by as much as $13,300.**

This version of the continuum and budget is a draft that remains open for you to provide feedback and adjustments if needed.

TOTAL *(all training rate totals inclusive of travel)*	**186,675.00**
TOTAL if "Bonus for Sustainability"** (directly below) **is included	***192,675.00***

Time Period	Activity & Rates	BONUS – ONGOING ACCESS FOR SUSTAINABILITY	Total Cost

Ongoing to sustain strength of the teams	Up to 3 years, beginning after completion of ToT cohort trainings:
	
	Flat Rate: $6000/year
		BONUS FOR SUSTAINABILITY: Up to 3 years of "Key Trainings – Annual Contract" —
		• **Annually, provides access for any newly hired or assigned LCSW, school psychologist, teacher leader, or administrative leadership to attend the following virtual BCG trainings** to sustain staff training levels and bring up future ToT T Master Trainer Team Members
		  ○ Truly Trauma-Informed? Assessment & Design of Systems and Practices
		  ○ Your FBA is a Fantasy! Creating Trauma-Informed Neuro-Affirming FBAs & Behavior Plans
			6,000.00

Activity	Logistics/Location
AUHSD Staff & Leadership Training	• AUHSD Site to be determined by leadership
AUHSD Consultation, Coaching, Troubleshooting	• May occur via Zoom in most instances • May occur at an AUHSD Site determined by leadership when BCG trainers are on-site in-person for trainings

Activity	Recipients or Benefactors of the services – Who is being served/helped, and how?
1-Day Truly Trauma-Informed (TTI) Trainings & ToT Certifications: • 1-Day Truly Trauma-Inf Trng – Init. • Master ToT Candidate Prep (neuroscience sessions, monthly consult & troubleshooting) • Master ToT Candidate TTI Assist training w/BCG Trainer	• **Primary recipients and benefactors** of initial training will be District- and School-Based Master Trainers of Trainers (ToTs) • **Secondary recipients and benefactors** of initial training will be additional building and district leadership that are chosen to attend • **Recipients of ToT Candidate Prep** will be District- and School-Based Master Trainers of Trainers (ToTs) • **Recipients of ToT Candidate TTI Training Assist** will be all Master Trainers as well as **ALL STAFF of ALL SCHOOLS in AUHSD** • **Ultimate benefactors are AUHSD students with impacts of all types of trauma, students who are showing undesired behaviors, and the families of these students** with whom staff will be better equipped to interact and engage in ways that create a sense of safety & belonging, and to avoid interactions that activate the stress response and create a sense of threat

1-Day Trauma-Informed Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP) Trng: • Single-day in-person training for majority of the group of staff responsible for these • Opportunity for those who miss to attend any BCG virtual offering	• **Primary recipients and benefactors of this training are those staff involved in conducting FBAs and Creating subsequent BSPs** for students with chronic undesired/pain-based behaviors ○ **They will be trained and equipped with all templates and tools needed to write behavior support plans** for the students with the most chronic behavioral challenges in ways that avoid triggering them, marginalizing them, shaming them, excluding them, and instead align with all 6 principles of what it means to be trauma-informed • **The ultimate beneficiary of this training and the implementation of what it teaches are the students in AUHSD who are suffering and struggling THE MOST** due to impacts of trauma or other factors, and are the most likely to engage in work refusal or avoidance, drop out altogether, or become a statistic of chronic absenteeism

Nature of the qualifications of the contractor: *(NOTE: Please see resumes provided for both trainers for detailed qualifications.)*

Bowman Consulting Group has been providing speaking, training, consultation, coaching & advisement for more than 10 years on topics of:

- Trauma-Informed Practices, Systems and Structures for Education & Mental Health Organizations
- Trauma-Informed Functional Behavior Assessments (FBAs) & Behavior Plans
- Neuroscience of ACEs, Toxic Stress and Trauma
- Applied Educational Neuroscience: Adversity/Trauma & the Brain
- Collaborative Problem Solving®(MGH) Introductory & Level 1 Trainings
- Resilience Practices (Evidence-Based & Actionable) for Leaders, Staff & Students/Clients

The Bowman Consulting Group trainers are known for content solidly anchored in the most current trauma, neuroscience and coherence research, and translating these into actionable practices for educators and mental health providers across the nation. Their banner training on trauma-informed FBAs and behavior support plans has not only taken them to states all across the country, but put them in front of participants from around the globe via Zoom. They have demonstrated a dedication to ensuring that adults working with children and youth whose nervous systems are impacted by trauma or adversity are equipped with approaches that honor attachment, regulation, brain state, and cognitive growth & development research and principles.

Rick Bowman's qualifications include the following:

- M.A. in Clinical Psychology
- PreK - 21 Oregon Administrative Licensure
- Certified Trauma & Resilience Practitioner – Clinical® (CTRP-C)
- Certified HeartMath® and "The Coherence Advantage" Trainer
- Certified "The Resilient Heart" HeartMath Trauma Practitioner
- Certified Trainer Collaborative Problem Solving® *(Think:Kids, MGH)*

Rick's background includes leadership positions in the U.S. Military, business, mental health and education. He's functioned as a clinical consultant for mental health clinics and human service agencies, and has also provided speaking/consultation internationally in Russia, Cuba & Jamaica.

Rick has held positions of Clinical Psychologist, Community College Professor, Assistant Principal, Alternative Education Coordinator, Student Services Director, and Assistant Executive Director of a non-profit organization providing educational services to students with severe emotional/behavioral challenges.

Doris Bowman's qualifications include the following:

- M.S., Education / Special Education; Oregon Administrative Licensure PreK - 21
- Advanced Certified Trauma & Resilience Practitioner – Education® (ACTRP-E)
- Advanced Certified Trauma & Resilience Practitioner – Clinical® (ACTRP-C)
- Certified HeartMath® and "The Coherence Advantage" Trainer
- Certified "The Resilient Heart" HeartMath Trauma Practitioner
- PCI Certified Parent Coach®
- Certified "Stress & Well-Being Assessment" Provider
- Certified Trainer Collaborative Problem Solving®MGH*(Think:Kids, MGH)*

Doris has over 20 years' experience in special education roles, primarily working with and leading programs for children/youth with the most challenging behaviors, often with disability eligibilities of Emotional Disturbance or significant mental health diagnoses. Her final years spent in a public school district were as a districtwide Behavior Consultant supporting school teams in efforts to maintain students in their neighborhood schools under a full-inclusion model, conducting ED and OHI eligibility evaluations, and carrying out FBAs and behavior support plans for students across the district.

Doris has co-authored *"Going to Bed is Easy Now,"* and *"Going to School is Easy Now,"* - a series of books designed to support children with behavior challenges.

Contact Information: Bowman Consulting Group, LLC P.O. Box 144, Denver, NC 28037	Main: Team@bowmanconsultgroup.com Doris Bowman: doris@bowmanconsultgroup.com Rick Bowman: rick@bowmanconsultgroup.com	Website: https://bowmanconsultgroup.com

Phase 2 - Timeline/Continuum & Funding Investment for Remaining Elements of AUHSD Trauma-Informed Training & Implementation

Description of services to be provided, roll-out plan, and costs per the 2/25/2025 discussion of AUHSD Administration and Bowman Consulting Group.

→ Phase 2 Elements – remaining elements that AUHSD Team decided on at 2/25/2025 meeting

Opening thoughts: The following are optional components, all highly recommended and previously reviewed by the team, not included in the initial "Phase 1 Proposal" above

Get remaining core components in place as quickly and as efficiently as is reasonably possible - AND by CYBHI grant's end-date of June 2026, within the confines of scheduling and staffing challenges and the limitations of what can be done to address those

4) **Optimize the activities and results you will get for every dollar spent** - be smart about scheduling, smart about travel, smart about grouping activities where possible, smart about optimizing every staff learning opportunity to create optimal reach across building leaders and staff

5) **ENSURE that what you are building is sustainable, and positioned to thrive** once Rick & Doris are no longer consistently present…

a) **That your Master ToT Candidates are truly prepared** to be the ones to lead the way, fuel the momentum, support others, and sustain the approach

b) **That Master ToTs are able to uphold fidelity for these practices to become the fiber of who you are as AHUSD** for students & families who are suffering the most

We have sincerely appreciated the collaborative approach your team has taken to the ongoing reshaping and development of this proposal. Your willingness to meet, share, hit pause, shift, and adjust for what is truly needed and what is realistic, are all the things that are enabling us to shape and develop the ultimate plan in ways that we could never do without this level of collaboration. **We thank you for that!**

Terms for Reference:

➔ **District-Based Master Trainer Candidates/ToT Cohort** = School Psychologists, LCSWs, and others selected by leadership

➔ **School-Based Master Trainer Candidates/ToT Cohort** = Curriculum Specialists, 5Cs, Coaches, Leads, and others selected by leadership

➔ **CPS = 2-Day "Collaborative Problem Solving (CPS) Level 1: Essential Foundations" for ToTs and two pilot schools as part of ToT Trainer Certification - 1 MS & 1 HS**

- **Tier 1 behaviors don't have to become Tier 2 and 3 behaviors when staff are equipped with the mindset and the skillset to view and respond** to them in the classroom with an approach that recognizes lagging skills, and focuses on addressing the "unsolved problem" defined by CPS as "unmet expectations or triggers" and the skills that need to be built in the student that are preventing them from being able to handle those expectations and triggers.
- **This training provides staff with a neuroscience-backed approach to engaging and intervening with students, both proactively and in-the-moment** in everyday classroom situations, demonstrated to avoid power struggles and conflicts while simultaneously building lagging skills & solving challenges that arise.

Time Period	Activity & Rates	What does this look like? Purpose? How does it unfold? Etc…	Total Cost
(IF NOT DONE IN PHASE 1) As soon as possible, at or after the start of the school year - ***This item is imperative*** *to avoid the creation and use of plans that trigger students and undermine all other efforts*	**1-Day Trauma-Informed FBA/BSP training for staff who create these:** *Agency rate for initial in-person group:* ~~$6250 = <40~~ ~~$8650 = 40 - 80~~ **$11,700 = 80+** plus travel Training rate including travel: $15,025.00	**"Maximizing Behavioral Outcomes: Creating Trauma-Informed, Skill-Focused, Neuro-Affirming FBAs & Behavior Support Plans that Improve Emotional, Behavioral & Academic Functioning & Build Resilience"** • Includes a **ready-made template and all associated tools** for conducting trauma-informed, neuro-affirming FBAs & developing behavior plans that align with all principles of trauma-informed practice • Includes training on assessing for vital factors, and designing subsequent plans that address important concerns specific to the needs of students showing pain-based behavior as a result of trauma, including approaches proven to repattern the sensitized nervous system – essential to any trauma-informed plan: ○ **Avoids creating plans that trigger/activate the stress response system** (SRS) and **become the cause** of conflict, defiance, escalations and behavior incidents ○ **Proactively works on healing & regulating** the impacted autonomic nervous system (ANS) of the student so they can become receptive to adult interaction and available for learning ○ **Focuses goals on the neurocognitive skills (including self-regulation) that need to be built** ■ *As opposed to "chasing compliance" w/contingency systems w/students lacking skills* ○ **Avoid retraumatizing the student** ***(and potentially the family as well)***	Training (Incl Travel) **15,025.00** **NOTE:** Staff not able to be trained at the initial in-person training will be permitted to attend ANY BCG Virtual offering of this training at no additional cost
Upon completion of	**2-Day Training: "CPS Level 1"**	• **Collaborative Problem Solving Level 1 training for:** *(may have limit of 125, based on special permission from TK)*	Training (Incl Travel)

the TTI Trainings and ToT Assists	~~$14,784 = <40~~ ~~$17,580 = 40–80~~ ~~$19,325 = 80–120~~ *plus 20% Think:Kids fee Spec Rate per Proposal 1/2: $14,650.00 = 40-80+ Incl. travel for 125+: **$17,975.00** *plus 20% Think:Kids fee	○ District-Based Master ToT Cohort & School-Based Master ToT Cohort ○ One administrator from each building if possible ○ Could include School Counselors, Teachers of students with E.D. Eligibility ○ **Relevant also to any staff working in the area of Attendance/Absenteeism** ● This will provide staff in these groups with a working understanding and initial skillset for using all phases of CPS approach to address undesired behavior and build skills in struggling students: ○ Assessment • Planning • Intervention	**17,975.00** 20% Think:Kids Fee – **2,930.00**
Following completion of TTI Assists, and selected 6-8 ToTs start into Level 2 CPS Training	**CPS Trainer Certification and CPS Pilot at 1 MS & 1 HS:** Select group *(maybe 4-6)* from District- or School- Based ToT Cohort become CPS Certified Trainers: *Total for all components and application fees: $5,085/Trainer + $995 annual renewal to TK* **CPS Trainer Assist:** Rate remains just the usual rate for staff CPS training; NO additional charge for doing the Assist with BCG trainers: ~~$14,784 = <40~~ ~~$17,580 = 40–80~~ ~~$19,325 = 80–120~~ *plus 20% Think:Kids fee Special Rate per Proposals 1/2: $12,320.00 = <40 *plus 20% Think:Kids fee $2,464/training	**Leadership team selects group of Master Trainers from either cohort to become the district's CPS Trainer Team** (we suggest a mix of allowing some form of self-selection to identify people who are invested and want to do this, along with leadership input). ● **First step: "Level 2 Advanced Concepts" training** - virtual via Think:Kids in three 4-hr sessions ○ After this training, can apply to the next cohort to become "CPS Certified" ● **Upon acceptance to Certification program, participate in small group learning & discussions:** ○ Present case examples, complete assignments including practice Plan B interventions ○ Receive individual coaching and mentorship from TK instructors ○ Includes becoming qualified to teach 2-hr CPS Intros and **to teach CPS Parent Classes** ● **Upon successful completion of "CPS Certified", team members apply to "CPS Certified Trainer Track"** which involves online application form; once accepted, the cohort experience includes: ○ Participating in small group learning and discussion sessions to practice presenting Level 1 Essential Foundations Training curriculum ○ Completing assignments, presenting portions of training content, observing training ○ Receiving individual coaching to support facilitation of Level 1 training **The final step of the Certified Trainer process will be to complete a "Level 1 Assist".** **The trainings necessary to conduct these Assists can become CPS Pilot Trainings for 1 Middle and 1 High School** ● Unlike TTI training in which we can team multiple ToTs with Rick or Doris, Think:Kids requires that **it must be 1 CPS Trainer Candidate with 1 Certified Trainer** from BCG conducting a training, and the certification candidate trains half of the content. ○ **Each Master Trainer will complete final step of "CPS Certified Trainer"** – Level 1 Assist ○ Each will use the other's Assist to attend and observe and prepare for their own ○ Each Master Trainer will do the Assist **while getting a group of AUHSD Staff trained in the process**	CPS Trainer Certifications - (6x 5,085.00) **30,510.00** Trainings (Incl. Travel in 3 total trips, doing 2 Assists each trip) (6x 12,320.00) **83,895.00** Think:Kids Fee - (6x 2,464.00) **14,784.00**
When the Leadership Team and others are	**Virtual Consultation package for "Manual & Policy Revisions"** 18 sessions up to 60 min in length (log at	**Grant Activities: Virtual Consultation for leadership and any other team members involved in development and/or revision of the following required activities:** ● "Trauma-Informed Schools Manual"	**9,000.00**

ready… Possibly Spr/Sum 2026?	30min seg.)
	• Additional sessions can be added and billed at same rate
	• Rate: 9,000
		• "Facilitate the integration of trauma-informed principles into LEAs policies, procedures, and daily practices, ensuring they align with SAMHSA's guidance"
		  ○ **The "Truly Trauma-informed" rubric breaking down the 6 Core Principles of TIC provides detailed, bulleted points by which policy revisions can be guided, and the manual for schools can be created**
		  ○ Activities in "Truly Trauma-Informed" training will be valuable to incorporate in manual for teachers
		  ○ The grant statement **— *"Utilize input from trainers, leadership teams, and policy experts to ensure revisions are both practical and impactful"*** — will be supported and made easier by use of the "Truly Trauma-Informed" training & rubric, and other template tools that BCG has developed previously	

After the ToT Cohort Guided Study	**Trainer-Guided Study: Strengthen Skills of Leadership** 4 Sessions 90 min Rate: $6000	**Recommended Trainer-Guided Study for Leaders from All School Buildings:** • **School leadership must be equipped with deeper understanding of trauma and neuroscience backing it in order to back up Master ToT staff** in trauma-informed ways such as recognizing, naming, and intervening accordingly when trauma impacts show up in a student's behavior • **School leaders must be equipped to use discipline in alignment with "post-traumatic growth"** with emphasis on skill-building and minimizing the use of aversive/exclusionary consequences (a form of ACEs)	**6,000.00**
Time Period	**Activity & Rates**	**BONUS – ONGOING ACCESS FOR SUSTAINABILITY**	**Total Cost**

Ongoing to sustain strength of the teams
(If not already contracted during Phase 1)
	Up to 3 years, beginning after completion of ToT cohort trainings:
	
	Flat Rate: $6000/year
		BONUS FOR SUSTAINABILITY: Up to 3 years of "Key Trainings Annual Contract" —
		• **Provides access for any new LCSW, school psychologist, teacher leader, or administrative leadership to attend virtual BCG trainings** to sustain staff training levels and bring up future ToT Team Members
		  ○ Truly Trauma-Informed? Assessment & Design of Systems and Practices
		  ○ Collaborative Problem Solving Level 1
		  ○ Your FBA is a Fantasy! Creating Trauma-Informed Neuro-Affirming FBAs & Behavior Plans
			6,000.00/year

2-Day "Collaborative Problem-Solving Level 1" – Initial Full Group Training for 125 Master Trainer Candidates, leaders and others; 6 CPS Master Trainer Certifications and 6 Assist Trainings to become "Think:Kids CPS Certified Trainers" to be able to train all staff over time			150,094.00
1-Day "Trauma-Informed FBA" Training - Critical Component for all staff responsible for conducting FBAs and developing BSPs **(If not done in Phase 1)** ➔ Critical to preventing the continued creation of plans from undermining the district-wide trauma-informed effort ➔ *Rate will include initial "Full Group In-Person Training" plus access to multiple virtual dates for any who can't attend that day or need it later*			15,025.00
Recommended Additional Components – ➔ Trainer Consultation RE: Manual per Grant Description ➔ Building Leader Guided Study for them to be able to support ToTs and administer discipline through a trauma-informed lens ➔ Bonus For Sustainability - Virtual Trainings - Ability to enroll any new LCSWs, School Psychologists, Teacher Leaders in BCG Trainings			21,000.00

Our desire is to ensure that you get what is truly needed for this implementation to be sustained, to thrive, and to have lasting impact on your students and families as well as your staff, and we very much do not want funding to prevent that.

In the interest of seeing this happen, we have discounted many of the training rates to our rates of 2 years ago in order to bring the total down to the current figure.

One way that we have indicated that a reduction in total cost can likely happen is for Master ToT Training Assist days to be scheduled so that numerous training days can occur within one trip. **By doing this, there is potential for the total amount of the project to be decreased by as much as $30,000**.

This version of the continuum and budget is a draft that remains open for you to provide feedback, and if needed, we are open to discussing adjustments and finding ways to keep the training & implementation plan as optimal as possible within the existing budget constraints.

TOTAL *(all training rate totals inclusive of travel)*	**186,119.00**

Activity	Logistics/Location
AUHSD Leadership & Staff Training	• AUHSD Site to be determined by leadership
AUHSD Consultation, Coaching, Trainer-Guided Study, Troubleshooting	• May occur via Zoom in most instances • May occur at an AUHSD Site determined by leadership when BCG trainers are on-site in-person for trainings

Activity	Recipients or Benefactors of the services – Who is being served/helped, and how?
Collaborative Problem Solving (CPS) Trainings & Trainer Certifications: • 2-Day CPS Level 1 Training - initial • CPS Trainer Certification • CPS Trainer Assists conducted via 1 MS and 1 HS pilot trainings as part of certification process • Families of students w/chronic undesired behavior	• **Primary recipients and benefactors** of 2-Day Collaborative Problem Solving Level 1 will be District- and School-Based Master Trainers of Trainers (ToTs) and school leaders who are selected to be part of the initial training • **Recipients and benefactors of Collaborative Problem Solving Trainer Certification** will be approximately 6 (to 8) of the Master Trainers who are selected to enter Trainer Certification to become the UAHSD CPS Trainers • **Ultimate benefactors are AUHSD students with any type of chronic undesired behaviors** (externalized or internalized) **with whom staff will be better equipped to interact and engage without causing escalation, as well as the families of these students** ○ **Families are direct benefactors** via Parent Classes – have been highly successful in first two pilots already conducted • **Staff at 1 middle and 1 high school pilot sites** who will receive first round of CPS training as part of ToTs completing certification
1-Day Trauma-Informed Functional Behavior Assessment (FBA) and Behavior Support Plan (BSP) Training: • Single-day in-person training for majority of the group of staff responsible for these • Opportunity for those who miss to attend any BCG virtual offering	• **Primary recipients and benefactors of this training are those staff involved in conducting FBAs and Creating subsequent BSPs** for students with chronic undesired/pain-based behaviors ○ **They will be trained and equipped with all templates and tools needed to write behavior support plans** for the students with the most chronic behavioral challenges in ways that avoid triggering them, marginalizing them, shaming them, excluding them, and instead align with all 6 principles of what it means to be trauma-informed • **The ultimate beneficiary of this training and the implementation of what it teaches are the students in AUHSD who are suffering and struggling THE MOST** due to impacts of trauma or other factors, and are the most likely to engage in work refusal or avoidance, drop out altogether, or become a statistic of chronic absenteeism

Virtual Consultation package for "Manual & Policy Revisions" • Trauma-Informed Schools Manual Per the Grant language: • "Facilitate integration of trauma-informed principles into LEAs policies, procedures, daily practices, ensuring they align with SAMHSA's guidance" • "Utilize input from trainers, leadership teams, and policy experts to ensure revisions are practical and impactful"	• **Recipients and benefactors of this work to provide a manual for teachers will be current and future teachers** who need guidance, materials, tools, etc. to engage in applying trauma-responsive practices in a practical and impactful way. o **The ultimate benefactors will be the students** who are being taught by teachers who are being properly resourced ad supported to implement trauma-responsive practices in the classroom • **Recipients and benefactors of this work to revise policies, procedures, and daily practices ensuring they align with SAMHSA's guidance will be** ALL staff and students as continuing with policies, procedures, and daily practices that undermine the application of core principles of trauma-informed care would sabotage the effort to establish use of trauma-informed care as a district. o **The ultimate benefactors will be the students** who will not be encountering challenges with policies and procedures that do not align with trauma-informed principles; or when challenges *are* encountered, there will have been thoughtful steps already taken that do align with trauma-informed principles in an effort to not end up at a place of something like exclusionary discipline as the very last option.
Trainer-Guided Study: Strengthen Skills of Leadership (4 Sessions 90 min) • Equipping school leaders with deeper understanding of trauma, neuroscience backing it, and how it relates to school discipline	• **Recipients and benefactors of this work will be the administrators themselves** gaining an understanding of the underpinnings to be able to support/substantiate the importance and the application of what their staff will be learning such as recognizing, naming, and intervening accordingly when trauma impacts show up in a student's behavior • **Recipients and benefactors of this work will be the Master ToTs, staff in general, and students** as leaders must be equipped to use discipline practices that are in alignment with "post-traumatic growth" with emphasis on skill-building and minimizing the use of aversive/exclusionary consequences (a form of Adverse Childhood Experiences – ACEs)
BONUS FOR SUSTAINABILITY: Up to 3 yrs "Key Trainings Annual Contract" • Access for new LCSW, school psychologist, teacher leader, or administrative leadership to attend virtual BCG trainings to sustain staff training levels & ToT Team Members	• **Recipients and benefactors of this open training opportunity will benefit district and building leaders and "teacher leaders"** with the ability to attend **any virtual offering of any BCG training** under one blanket rate, ensuring sustainability: o Truly Trauma-Informed? Assessment & Design of Systems and Practices o Collaborative Problem Solving Level 1 o Your FBA is a Fantasy! Creating Trauma-Informed Neuro-Affirming FBAs & Behavior Plans o I'm a Teacher, NOT a Therapist! Decreasing Overwhelm & Empowering Educators o Revolutionary Resilience: Proven Proactive Wellness for Educators, Providers & Youth

Nature of the qualifications of the contractor: (*NOTE: Please see resumes provided for both trainers for detailed qualifications.*)

Bowman Consulting Group has been providing speaking, training, consultation, coaching & advisement for more than 10 years on topics of:

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Rick has held positions of Clinical Psychologist, Community College Professor, Assistant Principal, Alternative Education Coordinator, Student Services Director, and Assistant Executive Director of a non-profit organization providing educational services to students with severe emotional/behavioral challenges.

Doris Bowman's qualifications include the following:

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- Advanced Certified Trauma & Resilience Practitioner – Education® (ACTRP-E)
- Advanced Certified Trauma & Resilience Practitioner – Clinical® (ACTRP-C)
- Certified HeartMath® and "The Coherence Advantage" Trainer
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- PCI Certified Parent Coach®
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Doris has co-authored *"Going to Bed is Easy Now,"* and *"Going to School is Easy Now,"* the first in a series of children's books designed to support children with challenging behavior (www.easynowbooks.com).

Contact Information: Bowman Consulting Group, LLC P.O. Box 144, Denver, NC 28037	Main: Team@bowmanconsultgroup.com Doris Bowman: doris@bowmanconsultgroup.com Rick Bowman: rick@bowmanconsultgroup.com	Website: https://bowmanconsultgroup.com

EXHIBIT R

MICHAEL FULLAN ENTERPRISES INC.

- 498 St. Clair Ave. E.
- Toronto, Ontario, Canada, M4T 1P7
- 416-903-5080
- Email mfullan@me.com

May 28, 2025

Budget Proposal: Transforming Teaching and Learning for 2025 and Beyond: AUHSD in Action for a new Future

Michael Fullan Enterprises (MFE) April, 2025 - November, 2025.

Michael Fullan, Barnett Berry, Lyle Kirtman, Bill Hogarth

The Work

AUHSD is embracing two interrelated strands: Transformation of Culture, Focus on Talent Development (through HR) that will help drive this transformation: One relates to the development of the teaching and learning organization and culture and the district. The second consists of the systematic development of 'talent and efficacy' via HR and continuing development of personnel. These two prongs will feed on each other. The proposal here is to examine, further develop, and consolidate these two forces over the next 6 months—thereby establishing them in the culture and practices of the district.

The deliverables by November 1 will be the following:

1. Specific skills and dispositions of what a teacher description looks like. How to recruit and develop such teachers. Actual interview questions.
2. Cross walk California Standards for the Teaching Profession i.e. Teacher Recruitment and the Standards will be mutually and specifically congruent.
3. Develop a Survey with Teachers and Administrators that focuses on enabling conditions for moving forward on the core agenda.
4. Examine and recommend how PD, PTA's, 5C Coaches, Principals and Teachers can best coordinate their work together.

The Budget (includes all expenses)

Fullan 30 K

Berry 25K:

Kirtman 30K

Hogarth 20K

Grand Total $105,000 -- Payable to Michael Fullan Enterprises Inc.

The Personnel

Michael Fullan, President MFE: Professor Emeritus, Former Dean, OISE/University of Toronto. Author of The New Meaning of Educational Change, 6th edition, Teachers College Press, 2025

Barnett Berry Senior Adviser, AUHSD; Senior Consultant Learning Policy Institute

Lyle Kirtman, Future Management Systems, Rockport, MA, Author of: Shaping the Future: Four Leadership Pivots, Corwin, May 2025

Bill Hogarth, Former Director, York Region School District (North of Toronto). President of ERDI Toronto.

Signature: AUHSD _____

Signature: MFE _____

Dated: May 29, 2025

MEMORANDUM OF UNDERSTANDING
BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)
AND
ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SPECIALIZED ACADEMIC INSTRUCTION (SAI) MODEL

May 20, 2024

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that the SAI model has unique needs.

Therefore, it is agreed that:

- All mild/moderate (RSP, SDC) teachers shall have a blended caseload maximum of twenty-three (23) students, with no more than nine (9) students in SDC. Mild/moderate (RSP, SDC) Department Chairs shall assign teacher caseloads with a transparent and collaborative site team process (including processes outlined in Article 10.8: Hours of Employment/Teacher Assignments).
- The District shall strive to minimize curricular/subject areas assigned to each special education co-teacher.
- All mild/moderate (RSP, SDC) teachers shall be assigned a progress monitoring period. When a special education teacher has release periods outside of progress monitoring and conference, the caseload of the teacher shall be reduced proportionately by the number of release sections, as outlined below.

Proportional Caseload Reduction for Teachers with Release Periods		
Release Periods	**Junior High**	**Senior High**
0	23	23
1	20	19
2	17	15
3	14	11

- The District shall strive to minimize the number of co-teaching partners assigned to each special education co-teacher.
- The District shall strive to assign a common conference period to every special education and general education co-teacher team. If a common conference period is not possible, the provisions of Article 10.5.2 shall apply, provided that for the 2023-2024 school year only, accommodations for co-teacher partners to meet and collaborate shall be a minimum of one time per month for a minimum of four hours per month. The District shall ensure that the reserved substitute time referred to in this section shall be protected to the same degree as any other unit member.
- The District shall strive to cap the total number of special education students (SDC & RSP) in a co-taught or collaboration class at 33%.
- The District shall strive to schedule RSP and SDC students in at least one class with their assigned case carrier, provided that Department Chairs have assigned students to case carriers who teach a class on the student's schedule.
- Department Chairs shall equitably distribute caseload management duties throughout the Department from teachers reassigned to another position or on a leave of absence.
- In the event that the above distribution of caseload management duties results in a special education teacher exceeding a blended caseload maximum of twenty-three (23), the District shall compensate them at the Hourly Rate for four (4) hours to prepare for and conduct an annual individualized education program (IEP) team meeting or five (5) hours to prepare for and conduct an annual/triennial IEP team meeting.

- The District shall ensure that unit members assigned to a SAI classroom shall have their reserved substitute time protected to the same degree as any other unit member.

This shall be incorporated into the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

Brad Jackson
Assistant Superintendent, HR

Geoff Morganstern
ASTA President

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SURPLUS CRITERIA POINT SYSTEM AND TIE BREAKER FOR SURPLUS

May 20, 2024

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to the following modifications to the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

9.5.2 Surplus Criteria Point System

In order to make the process consistent, the Association and the District agree to a scoring system to be utilized whenever a surplus situation exists. Please note that the scoring system is designed to consistently determine who will be transferred and is not designed to prevent involuntary transfers.
There are four (4) criteria that shall be used in determining who is to be surplused. Listed below are the criteria and points to be awarded.

1. Credentials: Each teacher properly credentialed to teach the subject to be surplused shall be given one (1) point. Please note that CLAD is a certificate and not a credential.
2. Extra-Service Pay (ESP): Any teacher who is serving, during the current school year, in a full or partial extra-service pay position will receive one (1) point (maximum). The department chair is not given a point for extra-service pay. Only one (1) extra-service pay point is given regardless of the number of extra-service pay positions the unit member holds. The point will be determined after the Spring/4th quarter sports season begins unless the unit member has already completed an assignment. The assignment must be fulfilled by the unit member in order to maintain the point. If the assignment is not fulfilled, the point will be rescinded and the surplus process will be adjusted.
3. Department Leadership: The teacher(s) serving, during the current school year, as full or shared department chair shall receive one (1) point.
4. Teacher Leadership: The teacher(s) serving as the 5C Coach, Community School Teacher Lead, Title 1 Specialist, and/or International Baccalaureate (IB) Coordinator during the current school year, as full or shared position shall receive one (1) point.

Only one (1) Teacher Leadership point is given regardless of the number of Teacher Leadership positions the unit member holds.

5. Seniority: One (1) point shall be granted to each teacher in the department determined to be in a surplus situation except for those teachers corresponding to the number of transferees who have the least district seniority. For example, if the department has seven (7) members and will be reduced to five (5), the five (5) most senior members get a point.
Each teacher's points from that department are totaled and, in the absence of volunteers, the teacher(s) with the lowest points will be surplused.

9.5.3 Tie Breaker for Surplus

If a tie exists after all of the steps above have been taken, the teacher with the least district seniority shall be surplused. In the event that a tie still exists, the following criteria will be applied in the priority indicated to determine the employee that is involuntarily transferred:
1. Rank by Years of Temporary Service
a) Persons with three or more years temporary status prior to probationary year
b) Persons with two years temporary status prior to probationary year
c) Persons with one year temporary status prior to probationary year
2. Rank by Credential/Authorization
d) Persons with clear single-subject credential / Level 2 Special Education Credential
e) Persons with preliminary single-subject credential / Level 1 Special Education Credential
f) Persons with two (2) or more single subject credentials
3. Rank by Special Authorization/Services
g) Persons with BCLAD certification authorizing instruction to EL students
h) Persons with other certifications authorizing instruction to EL students
i) Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
• Activities Director (JH or SH)
• Athletic/Intramural Sports Director
• Department Chair (JH or SH)
*** 5C Coach (JS or HS)**
*** Community School Teacher Lead (JH or SH)**
*** Title 1 Specialist (JH or SH)**
*** International Baccalaureate (IB) Coordinator**
4. Rank by Service in Areas with Extra Service Pay (ESP)
j) Persons serving in additional areas with Extra Service Pay (total

points; one point per ESP; as per Appendix C)
36
5. Rank by Advanced Certification/Degree
k) Persons who are National Board Certified Teachers (NBCT)
l) Persons with a Doctoral Degree
m) Persons with a Master's Degree
6. Rank by Prior Service to the District
n) Persons with additional service to the District in a certificated, nonteaching position
o) Persons with additional service to the District in a non-certificated, paid position
It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

This shall be incorporated into the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

Brad Jackson
Assistant Superintendent, HR

Geoff Morganstern
ASTA President

AGREEMENT

between the

ANAHEIM UNION HIGH SCHOOL DISTRICT

and the

ANAHEIM SECONDARY TEACHERS ASSOCIATION

for the period

August 8, 2022

through

the first Teacher work day of the 2025-26 school year

Board Approved: December 13, 2022

Reopener Agreement for 2023-24
Board Approved: February 15, 2024

Reopener Agreement for 2024-25
Board Approved: February 13, 2025

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ARTICLE 1: AGREEMENT

1.1 Agreement

This Agreement is made and entered into the first teacher work day of the 2018-2019 school year, by and between the Board of Trustees of the Anaheim Union High School District, whose address is 501 N. Crescent Way, Anaheim, California 92803-3520, hereinafter referred to as the "District" or "Board", and the Anaheim Secondary Teachers Association, CTA/NEA, hereinafter referred to as the "Association", whose address is 50 S. Anaheim Blvd., Suite 300, Anaheim, California 92805.

1.2 Separability and Savings

If any provision of this Agreement is held invalid by operation of law or by any tribunal of competent jurisdiction, or if compliance with or enforcement of any provision should be restrained by any tribunal of competent jurisdiction pending a final determination as to its validity, the remainder of this Agreement or the application of such Article or section as to persons or circumstances other than those as to which it has been held invalid or as to which compliance with or enforcement of has been restrained, shall not be affected thereby.

1.3 Disagreement on Scope

At the request of either party, the District and the Association shall, within forty-five (45) days of an unappealed decision of the hearing officer, or by PERB, or courts, if appealed to the courts, that an item(s) claimed by either party to be outside of scope and thus not covered by this Agreement is within the scope of negotiations, meet and negotiate on the item in an attempt to reach a mutually acceptable amendment to this Agreement.

1.4 Entire Agreement

The parties agree that the terms and conditions expressly set forth in this Agreement represent the full and complete Agreement and commitment between the parties thereto.

The parties agree that this Agreement is intended to cover all matters relating to wages, hours and all other terms and conditions of employment as specified in Section 3453.2 of Chapter 10.7, Division 4, Title I of the Government Code of the State of California, and that during the term of the Agreement neither the District nor the Association, without mutual agreement, will be required to meet and negotiate on any further matters affecting these or any other subjects not specifically set forth in this Agreement, even though such subjects or matters may not have been within the knowledge or contemplation of either or both the District or the Association at the time they met and negotiated on and executed this Agreement, or even though such subjects or matters were proposed and later withdrawn.

1.5 Waivers to Contract

Waivers to this contract granted for the purpose of individual site projects, school improvement plans and the like shall not serve as precedents for future action by the District, which would negate the bargaining process.

1.6 Publication of Agreement

As soon as possible after the ratification of this Agreement by the District and the Association, the District shall have copies of the Agreement prepared and shall supply one (1) copy of the Agreement to each present and future member of the bargaining unit and fifty (50) copies to the Association.

ARTICLE 2: RECOGNITION

2.1 Recognition

The Board recognizes the Association as the sole and exclusive representative of employees performing services in categories and groupings of positions and classifications described as follows:

2.1.1 Classroom Teachers

Included: All regular contract certificated personnel expressly including the following designations and grouping of positions and classifications: All regular contract classroom teachers, grades 7 through 12, including regular part-time teachers; temporary teachers as defined by Education Code 44920 and 44918; adaptive physical education teachers, library/media teachers, categorically funded teachers; hearing impaired resource teachers; occupational assessment teachers; itinerant vision resource teachers; speech specialists; nurses; vocational education nurses; staff specialists; regular contract hourly classroom teachers; and summer school teachers.

Excluded: All management employees as designated by the Board of Trustees; all classified employees; all supervisory and confidential employees; all casual or limited term personnel and others such as all substitutes; all hourly certificated employees working outside the regular contract assignments, except summer school teachers; all psychologists; all counselors; and the District doctor.

2.2 Charter Schools

The parties recognize the value and importance of the inclusion of bargaining unit membership as part of any charter petition submitted to the District for consideration by the Board.

ARTICLE 3: MANAGEMENT RIGHTS

It is understood and agreed that the District retains all of its powers and authority to direct, manage and control to the full extent of the law. Included in, but not limited to those duties and powers, are the exclusive rights to determine its organization; direct the work of its employees; determine the time and hours of operation; determine the kinds and levels of services to be provided, and the methods and means of providing them; establish its educational policies, goals and objectives; insure the rights and educational opportunities of students; determine staffing patterns; determine the number and kinds of personnel required; maintain the efficiency of District operations; determine the curriculum; build, move or modify facilities; establish budget procedures and determine budgetary allocation; determine the methods of raising revenue; take action on any matter in the event of an emergency, i.e., act of God, natural disaster, act of war, declaration of martial law, strike, insurrection, revolution, flood, earthquake, fire, epidemic, plague, drought, power failure, or energy crisis; in addition, the District retains the right to hire, classify, assign, evaluate, promote, terminate and discipline employees.

The District retains its right to amend, modify or rescind policies and practices referred to in this Agreement in cases of emergency; limited however to the actual duration of the emergency. The determination of whether or not an emergency exists is solely within the discretion of the District.

The above described rights of the District shall be exercised in a fair and reasonable manner and are subject to the restrictions of the entire Agreement.

Any dispute arising out of or in any way connected with either the existence of or the exercise of any of the above described rights of the District is not subject to the grievance provisions set forth in Article 7 unless the dispute is otherwise grievable under another Article of the Agreement.

ARTICLE 4: ASSOCIATION RIGHTS

4.1 Distribution and Posting of Materials

The Association shall have the right to post notices of matters of Association concern on designated bulletin boards in each school building in areas frequented by unit members. The Association shall have the right to use the District mail service and individual teacher mailboxes so far as such use complies with the law. ASTA will be charged $1.00 for each districtwide mailout, up to a maximum of $25.00 per year, in order to assist in defraying the cost of such deliveries.

Any literature to be distributed or posted must be dated and must identify the person or organization responsible for its promulgation. The Association shall provide to the Superintendent and the site administrator a complete copy of the material deposited in school mailboxes or posted on bulletin boards.

4.2 Released Time

4.2.1 Released Time - Negotiations

During each school year when negotiations are in progress, and following prior notice and schedule coordination with the immediate supervising administrator, five (5) authorized representatives of ASTA bargaining unit shall be granted a maximum of five (5) full days of released time each without loss of compensation for the purpose of meeting and negotiating. This released time shall be taken in minimum increments of one (1) full day. Additional days may be granted, if necessary, upon mutual agreement of the parties and with approval of the Superintendent.

Members of the ASTA bargaining team shall be responsible for notifying their immediate supervisor of meeting times and dates and requesting released time one (1) day prior to scheduled negotiation meetings. Only in cases of emergency or hardship, as defined by the immediate supervisor, may a unit member's request be refused.

4.2.2 Released Time - Association Business

Upon twenty-four (24) hours prior notice to the District and authorization by the President of the Association, the Association shall be provided a maximum of thirty-five (35) days each school year of released time for the purpose of conducting Association business. These days shall be taken in minimum increments of one (1) full day. Payment for the substitute(s) replacing the absent unit member(s) shall be reimbursed to the District Business Office by the Association within thirty (30) days of receipt of invoice.

4.2.2.1 Released time indicated above may be increased in cases of demonstrated need if requested by the Association and approved by the District.

4.2.3 Released Time - Association President

The District shall provide the Association President with released time for the duration of this contract. Such released time shall be granted by the District. The Association agrees to reimburse the District for the cost of a long term substitute. Released time indicated above may be increased or decreased if requested by the Association and approved by the District.

The District shall return the unit member serving as the Association President to the same school in which s/he had been prior to serving as Association President. If an opening does not exist, the involuntary transfer process will be used as stated in 9.5 and Appendix G. Neither the returning association president nor the involuntarily transferred teacher will be guaranteed the same teaching assignment.

4.3 Unit Member Information

The District shall provide the Association with the name; job title; department; work location; work, home, and personal cellular telephone numbers; personal email address on file with the district; and home address of all employees in the bargaining unit at least every 120 days. The District shall also provide the Association with the same information for any newly hired employee within the bargaining unit within 30 days after the date of hire or by the first pay period of the month following hire. The foregoing timelines may be extended by mutual agreement.

4.4 Availability of Information

School Board Packets: The District will make available to the Association, two (2) school board packets at least seventy-two (72) hours in advance of a regularly scheduled Board meeting, and twenty-four (24) hours in advance of a special Board meeting.

4.5 Access to Work Sites

Authorized Association representatives shall, in accordance with the conditions noted herein, have the right of reasonable access to District facilities for the purpose of contacting unit members, and transacting lawful Association business. Upon arriving at a school site, any such representative shall first report to the office of the site administrator to announce his or her presence and the intended purpose of the visit.

In no event shall any representative or unit member interrupt or interfere in any way with normal work. Contacts with unit members shall be limited to unassigned times and duty-free lunch periods.

4.6 Representation

A unit member has a right to Association representation when a meeting is conducted: to investigate facts that may lead to discipline; to adjust employee complaints/grievances; at disciplinary conferences that go beyond merely informing the unit member of discipline. The representative may, on behalf of the unit member, discuss facts, make arguments, act as a "buffer" between administration and unit member. The right to representation does not attach in routine conversations, including, but not limited to: the giving of instructions; training of personnel; correcting work techniques; preliminary evaluation conferences; notifying employees of discipline.

4.7 New Teacher/Unit Member Orientation

The Association will have access to new teacher/unit member onboarding and orientation activities conducted by the District. A new teacher/unit member orientation will be held by the District no later than the end of the fourth week of the start of the new school year. The District will provide no less than ten (10) days advance notice to the Association regarding the date(s) of the new teacher/unit member orientation(s).

4.8 Meeting Dates

Except in extraordinary circumstances, the District will not schedule districtwide meetings, Back to School Night and Open House on those days ASTA has a calendared representative assembly meeting. ASTA will provide a listing of meeting dates by April 1 of each year.

ARTICLE 5: DUES DEDUCTION

5.1 Dues Deduction

5.1.1 The right to payroll deduction for payment of organizational dues shall be accorded to the Association. Association members who currently have authorization cards on file for the above purposes need not be resolicited. Association dues and fees, upon formal written request from the Association to the District, shall be increased or decreased without resolicitation and authorization from unit members.

5.1.2 Pursuant to authorization by the unit member, the District shall deduct one-tenth (1/10) of the Association dues and fees from the regular salary check each month. Deductions for unit members who sign such authorization after commencement of the school year shall be appropriately prorated to complete the payment by the end of the school year.

5.1.2.1 Any unit member who is a member of the Anaheim Secondary Teachers Association/CTA/NEA, or who has applied for membership, may sign and deliver an assignment authorizing deduction of unified membership dues, initiation fees and general assessments in the Association. Pursuant to such authorization, the District shall deduct one-tenth (1/10) of such dues and fees from the regular salary check of the unit member each month for ten (10) months. Deductions for unit members who sign such authorization after the commencement of the school year shall be appropriately prorated to complete payments by the end of the school year.

5.1.3 With respect to all sums deducted by the District pursuant to authorization of the unit member, for membership dues and fees, the District agrees promptly to remit such monies to the Association along with an alphabetical list of unit members for whom such deductions have been made and any changes that may have occurred since the previous list.

5.2 Maintenance of Membership

Any unit member who has authorized Association dues deductions on the effective date of this Agreement or at any time subsequent to the effective date of the Agreement shall continue to have such dues deductions made by the District during the term of this Agreement; provided, however, that any unit member may cancel or change such Association dues according to the terms of their signed authorization by notifying the Association in writing of the cancellation or change. Pursuant to Education Code section 45060, the District shall rely on information provided by the Association regarding whether deductions for a unit member were properly cancelled or changed, and the Association shall indemnify the District for any claims made by any unit member for deductions made in reliance of that information.

ARTICLE 6: CONCERTED ACTIVITIES

The Association hereby agrees that neither it nor its officers, officials, agents, or representatives shall incite, encourage or participate in any strike, walkout, slowdown, or other work stoppage against the District during the life of this Agreement. In the event of a strike, walkout, slowdown, or work stoppage in violation of this Agreement, the Association and its respective officers, agents, and representatives will do everything reasonably within their power to end or avert the same.

Any unit members engaging in or assisting any strike, slowdown, work stoppage, or other interference with the District's operations in violation of this Article shall be subject to disciplinary action up to and including termination.

ARTICLE 7: GRIEVANCE PROCEDURES

7.1 Definitions

7.1.1 A "grievance" is a claim by a unit member that there has been a misinterpretation, misapplication, or violation of a specific provision of this Agreement.

7.1.2 A "grievant" is any unit member in the bargaining unit and thus covered by the terms of this Agreement who claims there has been a misinterpretation, misapplication, or violation of a specific provision of this Agreement.

7.1.3 A "grievance representative" is any person designated by the Association to process grievances and to represent unit members in grievance meetings.

7.1.4 An "administrative representative" is the administrator having jurisdiction over the matter which gave rise to the grievance.

7.1.5 A "day" is 0designated by a teacher workday on the Student/Teacher Calendar.

7.2 General Procedures

7.2.1 Grievance Adjustments

This grievance procedure is not intended to deny the right of any individual to seek a satisfactory resolution to a problem.

Adjustments to grievances shall be consistent with the terms of this Agreement.

If a unit member is not represented by the Association or its representative, the District shall notify the Association whenever a grievance has been filed, and prior to an adjustment of the grievance, shall notify the Association of the proposed adjustment and shall provide the Association with the opportunity to respond in writing to the proposed adjustment.

7.2.2 Right to Representation

The grievant shall have the right to be represented by the Association in all discussions concerning a grievance.

7.2.3 Grievance Format

A grievance which proceeds to Step 2 shall be in writing on Form #363 and shall be a clear, concise statement of the grievance including the specific provisions of this Agreement alleged to have been violated, the circumstances involved, the decision rendered at Step 1 and the specific remedy sought.

7.2.4 Disposition of Grievance

The ultimate disposition shall be rendered by one (1) of the following:

7.2.4.1 Grievance and remedy sustained

7.2.4.2 Grievance conditionally sustained with alternative remedy and its rationale

7.2.4.3 Grievance denied with written rationale

7.2.4.4 Grievance denied in part with written rationale

Written rationale provided the grievant by the administrative representative at Step 1 and Step 2 shall not be admitted as evidence by the grievant at arbitration.

7.2.5 Failure to Meet Time Limits

If a grievance is not processed by the grievant in accordance with the time limits set forth in this Article, it shall be considered settled on the basis of the decision last made by the District. If the District fails to respond to the grievance in a timely manner at any level, the running of its time limit shall be deemed a denial of the grievance and termination of the level involved, and the grievant may proceed to the next step.

Time limits for appeal shall begin to run the day following the receipt of the written decision by the grievant.

Time limits hereunder may be lengthened or shortened in any particular case only by written agreement. The parties will attempt in good faith to adjust time limit problems which occur after Step 1.

7.2.6 Release of Witnesses

Witnesses shall be released from assigned responsibilities without loss of compensation when participating in grievance meetings held during the school day. The Association shall notify the District of the names of all witnesses requiring substitute coverage forty-eight (48) hours prior to such meetings.

In the event substitutes are not available to release witnesses for grievance processing, proceedings will be continued until school is dismissed on the day of the hearing.

7.2.7 Copies of Grievance

Copies of grievances shall not be placed in the District personnel file or local site folder of the grievant.

7.2.8 Format for Meetings

Grievance meetings shall be conducted at each step of the grievance procedure. The District representative is the chairperson of the grievance meeting. The standard format for a grievance meeting shall be as follows:

7.2.8.1 Presentation of grievant's case (including the calling of witnesses)

7.2.8.2 Presentation of respondent's case (including the calling of witnesses)

7.2.8.3 Grievant's rebuttal

7.2.8.4 Respondent's rebuttal

7.2.8.5 Discussion

7.2.9 When a matter which is, or may be, the subject of a grievance becomes the subject of an Administrative Procedure Act hearing (e.g., dismissal, non-renewal or reduction in force of permanent or probationary employees), any pending grievance on the matter shall be abated until the disposition of the APA hearing.

7.2.10 Service of Documents

Service of the District response to the grievant at any step shall be complete when either of the following has been accomplished:

7.2.10.1 A copy of the document(s) has been personally given to the grievant, or the representative (if represented by the Association or attorney), or

7.2.10.2 A copy of the document(s) has been placed in the United States mail, postage prepaid, certified mail, and addressed to the grievant, or the representative (if represented by the Association or attorney) at the grievant's last known address

7.3 Grievance Procedures

7.3.1 Step 1: When a unit member has a grievance, the grievance may be brought to the attention of the appropriate administrative representative in an attempt to resolve the problem through discussion.

7.3.2 Step 2: The grievant shall present the grievance in writing to the appropriate administrative representative of the Board.

Such grievance must be presented within twenty (20) days of the date of the occurrence which led to the grievance, or within twenty (20) days of the date the grievant could reasonably be expected to have knowledge of the occurrence.

Within five (5) days after filing of the grievance, a meeting shall be held with the grievant and the grievant's representative. The respondent shall render the Step 2 disposition within five (5) days after the Step 2 meeting.

7.3.3 Step 3: In the event the grievant is not satisfied with the decision at Step 2, the grievant may appeal the decision in writing to the Superintendent or his/her designee. Such appeal must be made within five (5) days of the termination of Step 2. The appeal shall include a copy of the original grievance, the decision rendered at Step 2, and a clear, concise statement of the reasons for the appeal. Step 3 hearings shall be held within ten (10) days of the receipt of the appeal from Step 2. The Superintendent or designee shall communicate a decision within five (5) days after the date of the Step 3 hearing and such a decision will terminate Step 3.

7.3.4 Arbitration

7.3.4.1 Submission to Arbitration

If the Association is not satisfied with the decision at Step 3, the grievance may be submitted, by the Association, to arbitration, provided that notification of submission to arbitration is given to the Superintendent within ten (10) days of the Association's receipt of the Step 3 decision.

7.3.4.2 Selection of Arbitrator

The Association and the District shall agree upon an arbitrator. If no agreement is reached within ten (10) days, the parties shall request the American Arbitration Association to administer the selection of the arbitrator in accordance with its rules.

7.3.4.3 Hearing: Arbitrator's Decision

The arbitrator selected in accordance with paragraph 7.3.4.2 above shall conduct a hearing promptly, and in accordance with the rules of the American Arbitration Association. The arbitrator shall hear the issues presented, and shall tender a decision promptly, but in no event later than thirty (30) days from the date of the hearing or thirty (30) days from the deadline for filing post-hearings briefs, whichever occurs later.

7.3.4.4 Fees and Expenses

The fees and expenses of the arbitrator and the hearing shall be borne equally by the parties. All other expenses, including witness fees, conferees, etc., shall be borne by the party incurring them, except that the grievant, the grievance representative, and a reasonable number of

necessary witnesses shall be released from their assignments without loss in compensation or cost to the Association.

7.3.4.5 Statement of Issues

The arbitrator shall be limited to deciding the issues(s) submitted to him/her. If the parties cannot agree upon a statement of the issues, the arbitrator shall determine the issue(s). In cases of procedural disputes regarding arbitrability, timelines, etc., the arbitrator shall be empowered to rule on such disputes.

7.3.4.6 Limitations Upon Arbitrator

The arbitrator shall have no power to alter, amend, change, add to, or subtract from any of the terms of this Agreement, but shall determine only whether or not there has been a violation of this Agreement in the respect alleged in the grievance and the appropriate remedy. The decision of the arbitrator shall be based solely upon the evidence and arguments presented by the respective parties in the presence of each other, and upon arguments presented in briefs. This Agreement constitutes a collective bargaining agreement between the parties which shall be interpreted and applied by the parties and by the arbitrator in the same manner as any other collective bargaining agreement for the laws in the State of California. The function and purpose of the arbitrator is to determine disputed interpretations of terms actually found in the Agreement, or to determine disputed facts upon which the application of the Agreement depends. The arbitrator shall therefore not have authority to decide any issue not submitted or to interpret or apply the Agreement so as to change what can fairly be said to have been the intent of the parties as determined by generally accepted rules for contract construction. Past practice of the parties in interpreting or applying terms of this Agreement may be relevant evidence, but shall not be used so as to justify, or result in, a modification (whether by addition or detraction) of the written terms of this Agreement.

The arbitrator shall only have the power to render an award applying the language of the Agreement in force at the time of the alleged misinterpretation, misapplication, or violation.

The arbitrator may hear and determine only one (1) grievance at a time unless the parties expressly agree otherwise. Both parties will in good faith endeavor to handle cases which involve the same or similar facts and issues in an expedient and convenient manner.

No decision rendered by the arbitrator shall be retroactive beyond the beginning of the last payroll period prior to the twenty (20) day period specified in Step 1 of the grievance procedure.

7.3.4.7 Rules of Procedure

Upon agreement of the parties, the arbitration may proceed under expedited rules of the American Arbitration Association and notice of such agreement shall accompany any request for a list of arbitrators.

The decision of the arbitrator, within the limits herein prescribed, shall be binding on the Association, the District and the grievant.

7.4 No Reprisals

No reprisals of any kind will be taken against any participant in the grievance procedure by reason of such participation.

ARTICLE 8: LEAVES

A leave of absence is an authorization for a unit member to be absent from duty generally for a specific period of time and for an approved purpose.

Upon expiration of a leave of absence, unit members shall be returned to the same school from which the leave was taken. Such unit members will not be guaranteed the same teaching assignment. Similar to active unit members, unit members returning from leave are subject to layoff and surplus from their original school site. Thereafter, returning unit members shall be subject to Article 9, Transfer.

A condition of each leave of absence is that the credential or permit held at the time the leave was granted, properly authorizing the service, must be maintained in full force by the unit member.

Part-time regular unit members shall be entitled to leaves of absence from their part-time assignments.

Any unit member placed on paid administrative leave of absence shall continue to receive compensation for approved extra service pay assignments for a period not to exceed six months.

8.1 Personal Leaves of Absence Without Pay

Unit members may, upon request, be granted up to one (1) year of absence without pay for the following reasons:

8.1.1 Health

8.1.2 Maternity, paternity and adoption

8.1.3 Activities which contribute to professional development in education, which may include formal study, travel or exchange teaching.

8.1.4 Child care

8.1.5 Compelling family matters / personal necessity

Leaves shall have the prior approval of the principal. All such unpaid leaves may be, upon request, extended for one (1) additional complete semester or school year. With the exception of leaves of absence granted by state for federal law, leaves shall be limited to a maximum of two (2) years within a five (5) year period of time. Requests for leaves of absence under this provision shall not be arbitrarily or capriciously denied.

With the exception of maternity leave, sick leave, bereavement, industrial accident/illness, leaves of absence shall be limited to permanent unit members.

8.2 Application for Leave

8.2.1 Leaves Other Than Sabbatical

A unit member who is eligible for an unpaid leave of absence must make application for such leave on the District form provided. Requests for such leaves to begin in September must be filed in the Human Resources Office prior to the preceding February 15. Requests for leaves to begin in January must be received on or before the preceding November 15. At the discretion of the Director, Human Resources the afore mentioned time deadline may be waived.

8.3 Notification of Return or Request for Extension

The following procedures shall be adhered to relative to returns from leaves of absence and/or requests for extensions of leaves:

8.3.1 District Notification

On or before February 1 (October 15 for first semester leaves) of the semester nearest and preceding the expiration of the leave of absence, the District shall notify the unit member who is on a leave of absence that his/her position is being held pending notification of request for extension of leave or notification of intention to return from leave. Such notification shall be sent by U.S. mail to the unit member's last known address.

8.3.2 Unit Member Response

On or before March 1 (November 15 for first semester leaves) the unit member shall respond to the District notification by indicating either a request for an extension of leave or the unit member's intention to return from leave. In the event that the unit member fails to respond to the District notification, it is understood that the District may proceed to fill the unit member's position.

8.3.3 Return Before Expiration

A unit member who wishes to return from leave prior to the agreed upon expiration of the leave shall be entitled to fill the next available vacancy for which the unit member is certified and qualified.

At the end of the school year, the unit member will be subject to other terms and conditions of the contract as though assigned to that school for the entire year.

8.4 Salary Advancement During Leave

A unit member granted a leave of absence, other than sabbatical leave, military leave, or Peace Corps leave, shall not be advanced on the salary schedule unless s/he has completed the school year according to law. A unit member granted a sabbatical, military, or Peace Corps leave shall be eligible for advancement on the salary schedule.

8.5 Tragedy Personal Necessity Leave

A long term ninety (90) day personal necessity leave of absence may be provided to a unit member who experiences a serious tragedy within his/her immediate family. For purposes of this section, "immediate family" shall be defined to include parent, sibling, spouse or child. A unit member's compensation during such leave shall be equivalent to the unit member's regular salary and fringe benefits minus the amount necessary to pay a substitute employed to replace the unit member while on leave.

8.6 Parental Leave

8.6.1 Upon request, pregnant unit members shall be granted paid maternity leave for up to six weeks after the birth of a child. Additional maternity leave of up to six weeks shall be unpaid except that unit members may utilize accumulated sick leave (under 8.11.1) or extended sick leave (under 8.20) during that time. Maternity leave will be provided in accordance with existing law.

8.6.2 Upon request, non-pregnant unit members shall be granted parental leave for up to twelve weeks after the birth of a child of the employee, or the placement of a child with an employee in connection with the adoption or foster care of the child by the employee. Said leave shall be limited to one twelve-week leave during any twelve-month period and shall be unpaid except that unit members may utilize accumulated sick leave (under 8.11.1) during that time. Parental leave will be provided in accordance with existing law.

8.7 Industrial Accident and Industrial Illness Leave

8.7.1 Leaves resulting from an industrial accident or industrial illness shall be granted in accordance with the provisions of Education Code Sections 44043 and 44984 and this rule.

8.7.2 A unit member who is absent from duty because of an illness or injury defined as an industrial accident or industrial illness under provisions of the Workers' Compensation Insurance Law, shall be granted paid industrial accident leave for each such accident or illness while receiving temporary disability benefits from Workers' Compensation provided that:

8.7.2.1 The employee has probationary or permanent status.

8.7.2.2 The Superintendent/designee has determined that the illness or injury was directly related to the performance of duties while in the employment of the Anaheim Union High School District.

8.7.3 A unit member absent from duty because of illness or injury resulting from an accident or condition incurred on duty, which qualifies under Workers' Compensation Insurance, shall be granted an occupational leave for each such accident provided that neither the number of days for one (1) leave nor the total number of days allowed in one (1) school year for more than one (1) such leave does not exceed a total of sixty (60) consecutive working days.

8.7.4 Industrial accident and industrial illness leave shall be granted from the first (1st) day of disability but shall not extend beyond the last day for which temporary disability indemnity is received. Only absences which are supported by a physician's certificate and have been verified in writing by the State Compensation Insurance Fund to be the result of a duty connected illness or injury can be paid under the occupational leave policy. Any absence that cannot be so verified shall be charged against the unit member's leave.

8.7.5 Should the unit member's absence, due to an occupational injury or illness, extend beyond sixty (60) consecutive working days, the unit member shall be permitted to use accumulated sick leave until temporary disability payment ceases, until he returns to duty, or until illness credits have been used up, whichever is sooner.

8.7.6 During any period a unit member is receiving his regular salary from the District, s/he is required to endorse over to the District all temporary disability payments received in accordance with Section 44984 of the Education Code. Charges to the unit member's leave balances shall be as follows:

8.7.6.1 Industrial accident and industrial illness leave shall be reduced by one (1) day for each day of authorized absence regardless of temporary disability payments paid.

8.7.6.2 Sick leave and/or vacation leave shall be reduced only by that amount necessary to provide a full day's wage or salary when added to temporary disability benefits. Any unit member who is absent because of a work connected illness shall not be entitled to receive wages or salary from the District which, when added to temporary disability benefits, will exceed his full salary during the period of his absence. (See Section 44043 of the Education Code.)

8.7.7 A unit member, while receiving industrial accident or industrial illness leave benefits, must remain within the State of California unless the Board of Trustees authorizes travel outside the State.

8.7.8 While a unit member is on any paid leave resulting from an industrial accident or industrial illness, the unit member's salary paid by the District shall not, when

added to a normal temporary disability allowance award without penalties granted the unit member under State Workers' Compensation Insurance Laws, exceed the unit member's regular salary.

Final allowance for permanent industrial disability settlements shall not be subject to remittance to the District under this rule.

8.8 Personal Necessity Leave of Absence

Unit members may take up to a maximum of ten (10) days of personal necessity leave without stating a reason. A unit member shall be allowed to use two (2) days of personal necessity leave which will not be charged against his or her sick leave. Any other personal necessity leave days will be charged against the unit member's accumulated sick leave. Personal necessity leave days shall not exceed the unit member's number of days of unused sick time.

Permissible personal necessity use

8.8.1 Personal necessity may be used without prior approval for the reasons listed below. However, the unit member shall make every reasonable effort to comply with District procedures designed to secure substitutes and s/he shall notify the immediate supervisor prior to the absence.

8.8.1.1 Accident or serious illness involving his/her personal property or person or property of his/her immediate family.

8.8.1.2 Court appearance as a litigant or as a witness under order.

8.8.1.3 Religious observances

8.8.1.4 Wedding and graduations for immediate family members. Immediate family for this section shall mean parent, sibling, spouse, or child.

8.8.1.5 Becoming a parent by adoption, surrogate, or paternity.

8.8.1.6 Personal necessity may be used for circumstances that meet all of the following criteria: Are of a serious nature, and which the unit member cannot be expected to disregard, and which necessitate the immediate attention of the unit member, and which cannot be accommodated during off-duty hours.

8.8.2 Such leave shall not be used for seeking or engaging in other employment, for vacation, or other recreational activities or for other activities which do not fit the criteria listed above.

8.8.3 Personal necessity leave shall not be used in whole, or in part, for any strike, work stoppage, work slowdown or concerted activity of any kind.

8.9 Verification of Personal Necessity Leave

The District may require satisfactory proof of the nature, extent, and duration of the personal necessity leave if it believes a unit member to be abusing the use of personal necessity leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

8.10 Sabbatical Leave

A sabbatical leave of absence may be granted to any unit member only to the extent that the same will benefit the schools and pupil thereof, for not less than one (1) semester nor more than one (1) school year under the following conditions:

8.10.1 The applicant must have served at least seven (7) consecutive years in the District preceding the granting of the leave, and no more than one such leave of absence shall be granted to a unit member in each seven (7) years of employment. Other leaves of absence, while not counted as a "year of service," do not constitute a break in consecutive years of service.

8.10.2 A leave may be granted for the following reasons:

8.10.2.1 Formal Study - Complete a minimum of eight (8) semester hours each semester in an accredited institution of higher learning. Courses must relate to present or future service in the District.

8.10.2.2 Travel - Engage in foreign or domestic travel during each semester.

8.10.2.3 Study and Travel - A one (1) year leave may be divided between study and travel in accordance with above regulations.

8.10.2.4 Independent Study - Provided that the applicant presents a "plan of work" for independent study and a report relative to the accomplishment of such "plan of work" at the conclusion, sabbaticals may be granted for independent study.

8.10.3 Compensation while on sabbatical leave shall be fifty percent (50%) of the salary the unit member would have received had s/he remained in active service. At the expiration of the leave, the unit member shall be assigned to the same school or District Office location in which service was rendered at the time of making application for leave, subject to Article 9.

8.10.4 A "sabbatical leave committee" composed of certificated employees of the District, shall be appointed by the Superintendent. At least fifty percent (50%)

of the members of this committee shall be selected by the Superintendent from a list of unit members submitted to the Superintendent by the Association. The purposes of this group shall be to administer the sabbatical leave article and to submit to the Superintendent a prioritized list of unit members being recommended for sabbatical leave. It is understood that actions of this committee are subject to the approval of the Superintendent.

8.10.5 The total number of sabbatical leaves granted during any school year shall not exceed one percent (1%) of the total number of unit members employed by the District.

8.10.6 The applicant must provide a surety bond.

8.10.7 The applicant shall agree to serve twice the period of the leave following return to the District.

8.10.8 Return From Leave

The unit member shall, within ninety (90) days following return to active service in the District, submit a comprehensive report to the sabbatical leave committee certifying the successful fulfillment of the terms and conditions under which the leave was granted. This comprehensive report shall include:

8.10.8.1 Formal Study Leave - An official transcript showing courses completed and/or degree earned and a copy of all pertinent materials developed during the leave.

8.10.8.2 Travel Leave - A written report including a complete travel itinerary and a complete file of all pertinent materials collected and/or developed during the leave.

8.10.8.3 A recommendation for use within the District of all of the materials collected or developed.

If a vacant position exists in which the unit member is certified and qualified, unit members returning from sabbatical leave shall be placed in an assignment which corresponds to the purpose of the sabbatical leave, subject to other terms and conditions of the contract.

8.10.9 Failure to Return or Observe the Sabbatical Leave Plan

If a unit member fails to return or observe the sabbatical leave plan, the Board of Trustees may take action to enforce the sabbatical leave plan.

8.10.10 Sabbatical Leave Timeline

Should sabbatical leaves be offered, the following timeline will be in effect:

Notices will be sent to all unit members by mid-October.

Proposals will be due at the District no later than the first working day in December.

The Committee will meet to select unit members for sabbatical leave, for the following school year, by the last working day in December.

The Board will be asked to approve selected sabbatical leave requests at a regularly scheduled meeting during the month of January.

Approved applicants will be notified of the Board's action by the first working day in February.

8.11 Sick Leave, Personal Illness and Injury

8.11.1 Annual Sick Leave and Accumulation

A unit member who is absent due to personal illness and/or injury, including a disability caused or contributed to by pregnancy, shall be allowed full pay for the number of days absent provided that the number of days absent does not exceed the unit member's total accumulated days of sick leave. These accumulated days shall include the entitlement of sick leave days granted on July 1 each year. Members of the bargaining unit employed five (5) days a week shall be entitled to ten (10) days leave of absence for illness or injury for a year of service. Members of the bargaining unit employed less than five (5) days a week for a year of service shall be entitled to that proportion of ten (10) days leave of absence for illness or injury as the number of days employment per week bears to five (5). Unused sick leave shall be accumulated from year-to-year.

To be eligible for sick leave absence with pay, the unit member shall be in a paid status and scheduled for work on the day(s) of absence.

If a unit member resigns, retires, or is terminated and has used more sick leave than was earned, the amount used but not earned shall be deducted from the final warrant of the unit member.

8.11.2 Procedures for Taking Sick Leave

Members of the bargaining unit must notify the District of the absence as soon as the necessity to be absent becomes known to the unit member but in no instance later than 6:30 a.m. of the day of the absence.

Sub Caller Procedure:

Consult your "Employee's Quick Reference Guide" appended to this contract as Appendix D.

8.11.3 Half-Day Absences

A unit member who is absent for one-half (1/2) day or less shall have deducted one-half (1/2) day from the accumulated leave. If the absence exceeds one-half (1/2) day, a full day shall be deducted. If the absence is for one (1) period or less, there shall be no deduction from the accumulated sick leave.

8.11.4 Verification of Absence

The District may require satisfactory proof of the nature, extent, and duration of the illness if it believes a unit member to be abusing the use of sick leave, including but not limited to patterns of absenteeism. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

For absences of more than four (4) days, when there is a question as to the extent and duration of the disability, or the unit member's ability to return to work, the District may require the unit member to submit to an examination by a physician selected by the unit member and the District. The selection must take place within forty-eight (48) hours after the District's request. In the event the time limit is not met, the District shall select the physician from among those physicians under consideration by the unit member and the District.

The District shall pay for the medical examination. The unit member will be given a copy of the physician's report. Such medical reports shall be submitted to the Director, Human Resources, who shall maintain the confidentiality of such reports.

8.12 Short-Term Personal Leaves Without Pay

An excused absence without pay for a unit member may be approved for five (5) days by the principal or administrative supervisor. Upon the recommendation of the principal or administrative supervisor, the superintendent or designee, may authorize an excused absence without pay for unit members up to ten (10) days.

8.13 Court Appearance

A unit member shall be granted, not to exceed three (3) days of absence with full pay because of necessary appearance in court (other than as a litigant) or in response to a

subpoena duly served provided such subpoena is filed with the Board of Trustees or its delegated authority immediately upon its having been received by the unit member.

8.14 Jury Leave

The District agrees to grant to members of the bargaining unit regularly called for jury duty in the manner provided by law, leave of absence without loss of pay for time the unit member is required to perform jury duty during the unit member's regularly assigned working hours. Unit members, so called for jury duty, must notify the District of service date(s) upon receiving said notice from officers of the court. The District shall pay the unit member the difference, if any, between the unit member's regular rate of pay and the amount received for jury duty. Unit members who elect to contribute their fees to the county in which serving jury duty, must submit a copy of the receipt to payroll indicating that they donated their fee to the county. Monies granted by the court for meals, travel and parking will not be considered in computing the difference. Unit members are required to return to work during any day or portion thereof in which jury duty services are not required.

A unit member who receives a jury duty notice during the school year and requests a postponement of jury duty until the end of the school year in June and before the commencement of the next school year in August will receive the substitute daily rate for each day the unit member is required to physically report to a courthouse or serve on jury duty during the summer months. This summer postponement provision applies to laid off unit members on the re-employment list and employees who retired at the end of the previous school year. It is understood that there is no jury leave during summer school. In order to receive the regular daily substitute pay, the unit member shall file the required documentation with the District. The District may require verification of jury duty days prior to or subsequent to providing jury duty compensation on a form provided by the District or the court.

8.15 Bereavement

The District agrees to grant necessary leave of absence with pay at the unit member's regular rate not to exceed three (3) days, or five (5) days if 300 miles or more or out-of-state travel is required, on account of the death of any member of the immediate family of a member of the bargaining unit. "Member of the immediate family" means the father, mother, father-in-law, mother-in-law, son, daughter, son-in-law, daughter-in-law, husband, wife, grandmother, grandfather, grandchildren, sister, brother, sister-in-law, brother-in-law, niece, nephew, aunt, uncle of the unit member, and like relatives of spouse, or any person living in the immediate household of the unit member. Bereavement leave shall be limited to a three (3) or five (5) day period following the date of death in the immediate family. If such leave of three (3) or five (5) days is not scheduled immediately and consecutively following the death, the unit member will notify his/her immediate supervisor prior to scheduling an alternative plan for bereavement leave. In exceptional circumstances, the Superintendent may grant up to two (2) additional days leave.

Unit members exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

Unit members shall be required to complete the standard form provided by the payroll department to verify the reason for the absence. The District may require satisfactory proof of the nature, extent, and duration of the bereavement leave if it believes a unit member is abusing the use of bereavement leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

8.15.1 Reproductive Loss

The District agrees to grant a request by a unit member to take up to five (5) paid days of reproductive loss leave following a reproductive loss event. "Reproductive loss event" means the day or, for a multiple-day event, the final day of a failed adoption, failed surrogacy, miscarriage, stillbirth, or an unsuccessful assisted reproduction as defined in Government Code section 12945.6. Reproductive loss leave may be nonconsecutive and, except as limited by law, shall be completed within three (3) months after the reproductive loss event. If a unit member experiences more than one reproductive loss event within a twelve-month (12-month) period, the amount of reproductive loss leave time shall be limited to no more than twenty (20) days within that twelve-month (12-month) period.

Unit members exercising this leave provision shall notify their immediate supervisor as soon as possible and indicate the expected duration of the absence.

Unit members shall be required to complete the standard form provided by the payroll department to verify the reason for the absence, provided that information related to leave for a reproductive loss event shall be maintained as confidential. The District may require satisfactory proof of the nature, extent, and duration of the leave if it believes a unit member is abusing the use of reproductive loss leave. In the event that an investigation results in proof that abuse has taken place, the unit member may be subject to loss of pay for the day(s) of the proven abuse and/or other appropriate action.

8.16 Health/Welfare Benefits While on Leave

A unit member on Board approved leave of absence without pay may participate in the District's health and dental and life insurance benefit program at the unit member's own expense, provided that the carrier allows and provided that an irrevocable notification is submitted of the intent to participate prior to the commencement of the leave and provided further, the advance payment of premiums is made in accordance with a schedule developed by the Business Office.

8.17 Revocation of Leave

A leave of absence may be revoked at the sole discretion of the Board of Trustees upon evidence that the cause for granting it was misrepresented or has ceased to exist.

8.18 Employment While on Leave

Leave of absence will not be granted for the purpose of obtaining employment in another school district, educational institution, or another occupation or profession without the prior approval of the Board of Trustees. Unit members granted leaves who accept employment in violation of this section shall be notified of the termination of their leaves of absence.

8.19 Absence From Work Without Leave/Failure to Return to Work After Leave

Any unit member who is absent from work without leave, or who fails to return to work as scheduled after the expiration of an authorized leave of absence, shall be deemed to have abandoned employment with the District, and such conduct shall constitute an automatic resignation.

8.20 Extended Illness Leave

Upon exhaustion of all accumulated sick leave credit, a unit member who continues to be absent for purposes of this policy, shall receive fifty percent (50%) of salary or the difference between the unit member's salary and the salary of the substitute, whichever is greater, for a period not to exceed five (5) school months per illness or accident. If the school year terminates before the five (5) month period is exhausted, the employee may take the balance of the five (5) month period in a subsequent school year. In order to qualify for differential pay, unit members shall first utilize all accumulated sick leave credit. Extended illness must be on the basis of a recognized medical doctor’s statement.

8.21 Family Care and Medical Leave

All unit members are eligible for leave under this provision. Leave shall be granted upon request of a unit member because of the unit member's serious health condition, the serious health condition of a member of the unit member's family, the birth of a child of the unit member, or the placement of a child with a unit member in connection with adoption or foster care of the child by the unit member. As used in this section, "family" includes all persons listed in Section 8.15 of this Agreement and "serious health" is any illness, injury, impairment, or physical or mental condition. Leave under this section may be as long as twelve (12) weeks or as short as one work day. Such leave shall entitle the unit member to all economic benefits of employment except for salary on the same basis as if the unit member were not on leave. Leave under this section shall run concurrently with other leaves available under the provisions of this Agreement.

8.22 Notification of Sick Leave Accrual

The District shall provide a written notice of sick leave accrual to each bargaining unit member during the month of September.

8.23 Catastrophic Leave

Unit members may participate in the District Catastrophic Leave Program by irrevocably donating accrued sick leave to be used by other employees who experience catastrophic personal illness or injury. Donations made under this Catastrophic Leave Program shall be strictly voluntary.

Definitions

8.23.1 "Catastrophic illness or injury" means illness or non-work related injury due to an accident that is expected to incapacitate the employee for an extended period of time involving or resulting in substantial, often ruinous, medical expense and creating a financial hardship for the employee because he or she has exhausted all of his or her sick leave and other paid time off with the exception of extended illness leave.

8.23.2 "Eligible leave credits" are sick leave days accrued by the unit member and donated to the Catastrophic Leave Program.

8.23.3 The "Sick Leave Bank" shall be comprised of donated eligible leave credits.

8.23.4 "Open Enrollment" shall take place annually during the month of October each year.

8.23.5 The "Board" means the District Board of Trustees, Superintendent, or designee.

8.23.6 The "Sick Leave Bank Committee" or "Committee" shall oversee the operation of the Sick Leave Bank. The Committee shall consist of one voting member from each of the following groups: Anaheim Personnel and Guidance Association (APGA), California School Employees Association (CSEA), American Federation of State, County and Municipal Employees (AFSCME), the Mid-Managers Association, and the Anaheim Leadership Team Association (ALTA). There will be two voting members from the Anaheim Secondary Teachers Association (ASTA). Also included will be one voting representative from District Administration, designated by the Superintendent.

8.23.7 "Enrolled Member" means a qualified permanent employee who has enrolled in the Catastrophic Leave Program.

General Provisions

8.23.8 To become an Enrolled Member, a permanent employee must initially donate at least one (1) eligible leave credit to the Sick Leave Bank. Thereafter, an Enrolled Member must donate at least one (1) eligible leave credit to the Sick Leave Bank every year during Open Enrollment unless donations have been suspended pursuant to Article 8.23.26. Failure to make a required annual donation during

Open Enrollment shall result in removal of the unit member from the Catastrophic Leave Program and shall terminate his or her status as an Enrolled Member.

8.23.9 The Sick Leave Bank is available to all Enrolled Members for use during their work year. Twelve-month employees may apply to use the Sick Leave Bank year-round. All other employees are eligible according to their regular work year.

8.23.10 Employees who elect not to enroll in the Catastrophic Leave Program upon first becoming eligible must wait sixty (60) duty days after they enroll before becoming eligible to withdraw from the Sick Leave Bank.

8.23.11 The Sick Leave Bank cannot be used concurrently with the extended illness leave benefit. Leave shall be taken in the following order: (1) sick leave (Article 8.11), (2) catastrophic leave (Article 8.23), (3) extended illness leave (Article 8.20).

8.23.12 The maximum amount of time for which donated eligible leave credits may be used is 25 days for any one catastrophic illness. The lifetime benefit from this policy may not exceed a total of 50 days.

8.23.13 This Catastrophic Leave Program may not be used if the Enrolled Member applies for or has purchased any other benefit or disability insurance program or income protection program, either public or private, unless the total benefit is less than 100% of the Enrolled Member's basic salary. Enrolled Members having any additional income benefit must apply for that benefit before they are considered eligible for the Catastrophic Leave Program.

8.23.14 The receipt of a donated eligible leave credit through the Catastrophic Leave Program as designed here, when combined with other District income, income protection plan, or a combination of District income and income protection plan, shall not provide the Enrolled Member with a greater monthly District income/fringe benefit contribution than he or she received prior to the receipt of catastrophic leave.

8.23.15 An Enrolled Member who receives donated eligible leave credits shall use any personal leave credits that he or she continues to accrue on a monthly basis prior to receiving or using additional donated eligible leave credits from the Sick Leave Bank.

8.23.16 Requests for donated eligible leave credits from the Sick Leave Bank must be made in increments of five (5) days.

8.23.17 If more than one (1) applicant is being considered at the same time and there are not enough days in the Sick Leave Bank to fill each request, the available days will be divided equally or proportionately, as is consistent with the requests, between and among the applicants. In this instance, additional donations of eligible leave credits may be accepted pursuant to Article 8.23.34.

8.23.18 Any fraudulent or inappropriate use of the Catastrophic Leave Program by an Enrolled Member will result in the Enrolled Member's return of all eligible leave credits to the Bank. The Enrolled Member will be responsible for returning any resulting overpayment of wages to the District. In its discretion, the District may take other appropriate action against an Enrolled Member who fraudulently or inappropriately uses the Catastrophic Leave Program.

8.23.19 Any unused eligible leave credits will be returned to the Bank at the end of an Enrolled Member's catastrophic leave period, including direct donations pursuant to Article 8.23.34.

8.23.20 The Enrolled Member must waive any and all claims against the Board, District and its officers and employees arising from the administration of the Catastrophic Leave Program.

8.23.21 The Sick Leave Bank Committee will issue a report to all employees of the status of the Sick Leave Bank each semester.

Donating to the Sick Leave Bank

8.23.22 Any permanent employee on paid duty status shall be eligible to participate with a minimum annual deposit of one (1) eligible leave credit.

8.23.23 All transfers of eligible leave credits are irrevocable.

8.23.24 Enrolled Members may donate up to three (3) full days of eligible leave credits per school year, except as provided in Article 8.23.34. In all cases, Enrolled Members must have at least eight (8) days of accrued sick leave remaining for their own use after donating to the Sick Leave Bank. Any request for an exception to this provision must be submitted in writing and approved by the Superintendent or designee.

8.23.25 Donations to the Sick Leave Bank are general donations.

8.23.26 When and if the donated eligible leave credits in the Sick Leave Bank reach a total of 2,000 actual days, the Committee may suspend donations for one (1) year for all existing Enrolled Members. New members, however, must donate one (1) eligible leave credit to enter the Catastrophic Leave Program.

Utilizing Credits from the Sick Leave Bank

Eligible leave credits may be requested, in writing to the Assistant Superintendent, Human Resources, from the Sick Leave Bank for a catastrophic illness or injury if all of the following requirements are met.

8.23.27 The employee must be an Enrolled Member before requesting donated eligible leave credits.

8.23.28 The Enrolled Member must provide verification of catastrophic illness or injury as required by the Superintendent or designee.

8.23.29 The verification of catastrophic illness or injury must come in the form of a written medical statement from the attending physician indicating the incapacitating nature and probable duration of the illness or injury.

8.23.30 The Superintendent or designee may require verification of the need for catastrophic leave beyond the evidence of a doctor's certification and shall have the authority to accept evidence from other sources.

8.23.31 The Sick Leave Bank Committee determines that the Enrolled Member is unable to work due to the Enrolled Member's catastrophic illness or injury.

8.23.32 The Enrolled Member has exhausted all accrued paid leave credits. See also Article 8.23.11.

8.23.33 At the start of the Sick Leave Bank withdrawal, voluntary deductions from the Enrolled Member's paycheck will be discontinued (except for District computer loan payments and health and life insurance payments).

Direct Donation

8.23.34 Notwithstanding any other provision of Article 8.23, an Enrolled Member may donate eligible leave credit directly to another Enrolled Member at any time during the year when, but only when, (1) the Sick Leave Bank does not have enough donated eligible leave credits to fill an Enrolled Member's request as described in Article 8.23.17, or (2) an Enrolled Member has reached the maximum amount of time for which donated eligible leave credits from the Sick Leave Bank may be used pursuant to Article 8.23.12. In the event that an Enrolled Member has reached the maximum amount of time for which donated eligible leave credits from the Sick Leave Bank may be used, the Enrolled Member may receive a maximum of 25 directly donated eligible leave credits per incident from another Enrolled Member for a lifetime maximum of 50 directly donated eligible leave credits.

Conditions, Illnesses, and Injuries Not Covered

8.23.35 Conditions, illnesses, or injuries resulting from the commission of a felony, elective cosmetic surgery, or stress are not covered. Conditions, illnesses, or injuries covered under the Workers' Compensation Program are also not covered.

ARTICLE 9: TRANSFER PROCEDURES

9.1 Definitions

9.1.1 Transfer

A transfer is defined as the relocation of unit members between schools or between a school and a district office department. Transfers fall into two (2) categories: (1) voluntary transfers that are initiated at the request of the unit members, and (2) involuntary or administrative transfers that are initiated by the District.

9.1.2 Seniority

For the purposes of the transfer Article, the term "seniority" shall mean the unit member's total continuous service to the District in a certificated position, beginning with the first (1st) day of paid service as a probationary employee. The Board shall maintain an up-to-date seniority list, which for purposes of this Article shall be the "order of employment list" required by Education Code Section 44845. This list shall be sent to the Association by November 1 of each school year and shall be posted at each site.

Every probationary or permanent employee employed after June 30, 1947 shall be deemed to have been employed on the date upon which s/he first rendered paid service in a probationary position.

9.1.3 Reassignment

For purposes of this section, a reassignment occurs when a unit member is required to teach in a department in which s/he was not teaching the previous year.

9.1.4 Opening

An opening is defined as a position at a school or administrative department location which the District has determined is to be filled by a regular probationary or permanent unit member rather than a substitute or a temporary.

9.2 Posting of Openings

9.2.1 The District shall post at each school location a notice of each opening as it occurs during the regular school year or summer session. Each notice shall state a deadline for applications which shall be not less than seven (7) days after posting. In the event an opening becomes available once the teacher work year begins, the deadline for application shall not be less than three (3) days. The opening shall not be filled prior to such deadline. Postings shall be emailed to the Association President.

9.2.2 An opening, for posting purposes, is not created when a permanent or probationary unit member is on a paid or unpaid leave of absence, a one (1) semester opening exists, or when a surplus unit member is available with an appropriate teaching major or minor.

9.2.3 Posting errors shall not be subject to grievance. The error shall be corrected prior to filling the opening.

9.2.4 All unit members who apply for a posted opening/available position shall be given the opportunity to interview.

9.2.5 After a candidate has been selected and has accepted the position, a unit member who requests transfer to an available position and is denied shall be notified in writing of the denial of transfer within five (5) business days.

9.2.6 The filing of a request for transfer is without prejudice. It does not jeopardize a unit member's present assignment. The request may be withdrawn any time prior to confirmation that the transfer has been approved.

9.3 Voluntary Transfer

Any unit member may apply for a voluntary transfer by submitting a "Request for Transfer" form to Human Resources prior to the closing date of the vacancy for which they are applying. The Human Resources office will notify the principal of the school where the vacancy exists and such unit member shall be offered an opportunity to interview. The Human Resources office will also notify the principal of the teacher's current school.

9.4 Mutual Exchange of Positions

A unit member may initiate an exchange of assignment for one (1) school year, providing there is agreement with the involved principal and exchange unit members. If, at the conclusion of the school year, all parties agree, the exchange of assignment shall become permanent. Beginning with the 2019-2020 school year and thereafter, when all parties do not agree, the Assistant Superintendent, Human Resources shall make the final determination whether the exchange of assignment shall become permanent.

9.5 Involuntary Transfer-Surplus

9.5.1 The parties recognize that it may be necessary to transfer unit members involuntarily because of enrollment adjustments, budgetary restrictions or curricular needs.

For purposes of this section only, a bargaining unit member whose assignment includes more than one department shall be determined to be a member of the department which is the majority of his/her assignment. When departments in a bargaining unit member's assignment are equally distributed, the unit member

shall determine in which department s/he is a member and give written notification within five (5) days of the beginning of the school year or the effective date of the schedule change. If a permanent change in a unit member's schedule occurs at any point in the school year, this language will apply to determine the new department designation.

When a school principal is notified by the District of the school's allocation of teaching staff, the administrator, at an all-faculty meeting, shall notify the faculty of the possibility of surplus and ask for volunteers for transfer. Consideration will be given to these volunteers if it contributes to the resolution of the surplus issue as determined by the site administrator.

In determining the department from which unit members are to be surplused, the principal will provide the department with a rationale for his/her decision. The rationale will be provided in writing upon request. The principal's decision may be appealed to the Superintendent or his/her designee. No department shall be selected for surplus, nor any unit member transferred arbitrarily or capriciously. For purposes of this section, English, ELD, and Reading shall be considered one (1) department.

9.5.2 Surplus Criteria Point System

In order to make the process consistent, the Association and the District agree to a scoring system to be utilized whenever a surplus situation exists. Please note that the scoring system is designed to consistently determine who will be transferred and is not designed to prevent involuntary transfers.

There are four (4) criteria that shall be used in determining who is to be surplused. Listed below are the criteria and points to be awarded.

1. Credentials: Each teacher properly credentialed to teach the subject to be surplused shall be given one (1) point. Please note that CLAD is a certificate and not a credential.
2. Extra-Service Pay (ESP): Any teacher who is serving, during the current school year, in a full or partial extra-service pay position will receive one (1) point (maximum). The department chair is not given a point for extra-service pay. Only one (1) extra-service pay point is given regardless of the number of extra-service pay positions the unit member holds. The point will be determined after the Spring/4th quarter sports season begins unless the unit member has already completed an assignment. The assignment must be fulfilled by the unit member in order to maintain the point. If the assignment is not fulfilled, the point will be rescinded and the surplus process will be adjusted.
3. Department Leadership: The teacher(s) serving, during the current school year, as full or shared department chair shall receive one (1) point.
4. Teacher Leadership: The teacher(s) serving as the 5C Coach, Community School Teacher Lead, Title 1 Specialist, and /or International Baccalaureate

(IB) Coordinator during the current school year, as full or shared position shall receive on (1) point. Only one (1) Teacher Leadership point is given regardless of the number of Teacher Leadership positions the unit member holds.

5. Seniority: One (1) point shall be granted to each teacher in the department determined to be in a surplus situation except for those teachers corresponding to the number of transferees who have the least district seniority. For example, if the department has seven (7) members and will be reduced to five (5), the five (5) most senior members get a point.

   Each teacher's points from that department are totaled and, in the absence of volunteers, the teacher(s) with the lowest points will be surplused.

9.5.3 Tie Breaker for Surplus

If a tie exists after all of the steps above have been taken, the teacher with the least district seniority shall be surplused. In the event that a tie still exists, the following criteria will be applied in the priority indicated to determine the employee that is involuntarily transferred:

1. Rank by Years of Temporary Service

   a) Persons with three or more years temporary status prior to probationary year
   b) Persons with two years temporary status prior to probationary year
   c) Persons with one year temporary status prior to probationary year

2. Rank by Credential/Authorization

   d) Persons with clear single-subject credential / Level 2 Special Education Credential
   e) Persons with preliminary single-subject credential / Level 1 Special Education Credential
   f) Persons with two (2) or more single subject credentials

3. Rank by Special Authorization/Services

   g) Persons with BCLAD certification authorizing instruction to EL students
   h) Persons with other certifications authorizing instruction to EL students
   i) Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
      - Activities Director (JH or SH)
      - Athletic/Intramural Sports Director
      - Department Chair (JH or SH)
      - 5C Coach(JH or SH)
      - Community School Teacher Lead (JH or HS)

- Title 1 Specialist (JH or HS)
- International Baccalaureate (IB) Coordinator

4. Rank by Service in Areas with Extra Service Pay (ESP)

   j) Persons serving in additional areas with Extra Service Pay (total points; one point per ESP; as per Appendix C)

5. Rank by Advanced Certification/Degree

   k) Persons who are National Board Certified Teachers (NBCT)
   l) Persons with a Doctoral Degree
   m) Persons with a Master's Degree

6. Rank by Prior Service to the District

   n) Persons with additional service to the District in a certificated, non-teaching position
   o) Persons with additional service to the District in a non-certificated, paid position

It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

9.5.4 Exemptions for Surplus

The Principal may exempt a limited number of key unit members from involuntary transfer. It is understood that in order to apply the exemption, the Principal will demonstrate that such exempted unit members hold a "key assignment" within the school. The Principal has discretion to exempt a maximum of two unit members within a school site considering certain factors listed below.

The Principal may consider the following into the decision to exempt a unit member:

- Coordinator/Director/Advisor of a unique, special event or activity that occurs at the school site.
- Coordinator/Director/High School Head Coach of a high profile or unique program.
- A teacher who is qualified and interested to teach an existing high-level or specialized course that no other teacher at the site is qualified and interested to teach.

The Principal may not consider the following into the decision to exempt a unit member:

- Use of a particular instructional methodology.
- Committee participation or chairmanship.
- Partnership with another teacher (i.e. inclusion, team teaching, job-sharing, etc.)
- Specialized training that does not lead to one of the considerations listed above.
- Assignments that can be filled with other qualified and interested personnel at the site.

The intent of this section is to allow the principal to sustain courses, programs, events and activities at the school site and to avoid its elimination due to the loss of key personnel.

9.5.5 Transferees whose credentials and preparation do not fit existing openings will be assigned to a contract teacher substitute pool until vacancies commensurate with their qualifications occur.

9.5.6 An opportunity must be provided for the unit member to meet with the administrator recommending the transfer prior to effecting the proposed transfer and be advised of the reasons for recommending such transfer. In the event that an administrator cannot meet with the transferee due to vacation periods, illness, leaves of absence or other similar reasons, the administrator shall effect this section by placing a certified letter in the United States mail addressed to the transferee at his/her last known address.

9.6 Involuntary Transfer for Special Education & Itinerant Unit Members

The District and ASTA acknowledge that unit members providing mandated services to students receiving special education must have credentials, training and experiences that are unique and essential in meeting the needs of students. Specialized services provided by itinerant assignments are limited to APE, Speech/Language Pathologists, Visually Impaired and Orthopedic Services or, in exceptional circumstances, RSP teachers at more than two (2) sites. An Itinerant teacher offers services in one of the above categories at more than one site. All Itinerant teachers will be assigned to the SYS for purpose of being departmentalized for Section 9.5 (Involuntary Transfer). If a change to a unit member's assignment will result in a change of work location (adding, eliminating or switching one or more school site) prior to or during the school year, the following process will occur:

1. The District will communicate and/or meet with the unit member to discuss the reason for the change of work location(s), before the change is implemented.

2. If the unit member agrees to the change in work location(s), the change is implemented.

3. If the unit member does not agree to the change of work location(s), other options will be explored and considered, including seeking volunteers.

4. If none of the options are acceptable to the District or the employee(s) involved, the

surplus process in Article 9.5.2 will be utilized and will be applied to the employee and any other staff members who may be affected.

9.7 Reassignment Within a School

Reassignments within a school are the responsibility of the principal. The principal shall take into consideration the staffing needs, the curriculum of the school and the credential authorization of the unit members. Prior to making a reassignment, the principal shall discuss the reassignment with the unit member. In the event that an administrator cannot meet with the reassigned unit member due to vacation periods, illness, leaves of absence or other similar reasons, the administrator shall effect this section by placing a certified letter in the United States mail addressed to the unit member at his/her last known address.

No unit member shall be reassigned arbitrarily or capriciously.

Unit members whose assignments will remain the same the following year may, at their discretion, consult with the principal concerning this continuing assignment.

9.8 Superintendent's Transfer

In situations not provided for herein, such power to assign includes the power to transfer professional personnel within the District when the Superintendent concludes that such a transfer is in the best interest of the District.

9.9 Transfer - School Closures

Involuntary transfers made during years that schools are closed shall be made as follows:

9.9.1 All unit members subject to involuntary transfer shall be provided with a list of all vacancies in the District.

9.9.2 All staff members shall be provided with the opportunity of listing their first three (3) preferences for vacancies which appear on the list.

9.9.3 The District shall attempt to place all unit members in one of their top three (3) choices. In event of a tie, the decision shall be made at the principal's discretion.

9.10 Rights of First Return

Voluntary and involuntary transferees as a result of surplus pursuant to Article 9.5 shall have the right to return, in the event of a vacancy, to the school from which s/he was transferred within one and one quarter (1-1/4) years. This right includes vacancies which are less than full-time. Unit members who wish to return will be required to initiate a request to return when the vacancy is posted. All Extra Services Pay positions (as outlined in Appendix C) held immediately prior to the transfer shall be returned to the unit member upon return to the school from which he/she was transferred if the unit member returns within one quarter of the transfer and the position(s) remains unfilled.

9.10.1 Return prior to new school year:
If two or more surplused unit members share the right to return to the same school site and request to return prior to the first work day of the new school year following the school year in which the unit members were surplused, the points received and the steps used through the application of the Surplus Criteria Point System and Tie Breaker for Surplus shall determine which unit member has the priority right to return (applies to returns prior to the start of a new school year).

9.10.2 Return after new school year:
If two or more surplused unit members share the right to return to the same school site and request to return anytime beginning with the first work day of the new school year following the school year in which the unit members were surplused, the unit member with the greatest District seniority shall be allowed to return (applies to returns after the start of a new school year). If both unit members have the same seniority date, the criteria for Tie Breaker for Surplus shall be utilized per Article 9.5.3.

9.11 Preparation Day

Whenever a unit member is to be transferred during any period of time other than the first (1st) day of the work year, said unit member shall be given a minimum of one (1) day without pupils in order to adequately relocate and prepare. In cases where unit members are moving from one site to another, upon request, the District shall assist them in moving materials.

In addition to any day(s) without pupils provided under Article 9.11, unit members transferred during any period of time other than the first (1st) day of the work year shall be compensated at the Hourly Rate for up to six (6) hours worked outside the teacher workday.

9.12 Notification of Transfer and/or Reassignment

Whenever practicable, the District shall:

9.12.1 Minimize involuntary transfers and/or reassignments during times other than in the spring of a school year, to be effective at the commencement of the next school year.

9.12.2 Notify unit members of reassignment or transfer ten days prior to the end of the academic school year.

9.13 Layoff and Tie-Breaking Criteria

Upon request, the District will meet and negotiate with the Association regarding any impact that a layoff pursuant to the Education Code may have upon mandatory subjects of meeting and negotiation. Specifically excluded from this requirement shall be the decision

itself to layoff and any of the procedural or substantive requirements set forth in the Education and Government Codes.

9.13.1 Beginning in the 2017-2018 school year, the following criteria will be applied in the priority order indicated to determine which certificated employees meet the particular needs of the District in the event that all certificated employees with the same seniority date are not terminated. These criteria meet the particular needs of the District at the present time:

1. Rank by Years of Temporary Service

    a. Persons with three or more years temporary status prior to probationary year
    b. Persons with two years temporary status prior to probationary year
    c. Persons with one year temporary status prior to probationary year

2. Rank by Credential/Authorization

    a. Persons with clear single-subject credential / Level 2 Special Education Credential.
    b. Persons with preliminary single-subject credential / Level 1 Special Education Credential
    c. Persons with two (2) or more single subject credentials

3. Rank by Special Authorization/Services

    a. Persons with BCLAD certification authorizing instruction to EL students
    b. Persons with other certifications authorizing instruction to EL students
    c. Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:

        - Activities Director (JH or SH)
        - Athletic/Intramural Sports Director
        - Department Chair (JH or SH)

4. Rank by Service in Areas with Extra Service Pay (ESP)

    a. Persons serving in additional areas with Extra Service Pay (total points; one point per ESP; as per Appendix C)

5. Rank by Advanced Certification/Degree

    a. Persons who are National Board Certified Teachers (NBCT)
    b. Persons with a Doctoral Degree

c. Persons with a Master's Degree

6. Rank by Prior Service to the District

    a. Persons with additional service to the District in a certificated, non-teaching position
    b. Persons with additional service to the District in a non-certificated, paid position

It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

ARTICLE 10: HOURS OF EMPLOYMENT

10.1 Work Year

The work year for certificated employees shall be 185 days. The Student/Teacher Calendar for each year shall be incorporated herein as Appendix A.

10.1.1 Professional Learning Days

Three (3) days are devoted to professional learning activities. Unit members at each site shall be actively involved in planning the professional learning activities throughout the school year. The District and ASTA agree that professional learning days provide a valuable opportunity for school communities to collaboratively and collectively build capacity around educational issues needed for all staff to deliver a quality educational program for all students.

Unit members who do not attend a professional learning day may not use personal necessity referenced in 8.8.4. Unit members will also be required to participate in a make-up session that is of the same nature and quality to recoup the lost learning opportunity.

10.1.2 Teacher Days/Classroom Preparation

The first two (2) Teacher Days shall be divided into two separate, uninterrupted one-half days (3.25 hour blocks each) in order for teachers to prepare their classrooms prior to the start of the first Student Day of the new school year. One block of time on each of these days shall be devoted to classroom preparation and the other block of time shall be devoted to professional learning activities. Classroom preparation time shall not include the unit member's duty-free lunch.

The last day of the work year shall be a Teacher Day and shall not include professional learning activities.

10.2 Workday

The workday for unit members shall begin at least thirty (30) minutes before the beginning of the students' normal instructional day and continue for a reasonable length of time after the close of the students' regular school day. These minimum school-based assignment hours may be modified by the immediate administrator to suit varying educational and operating needs. These modifications may not be of a permanent and/or continuing nature.

10.3 Adjunct Duties

Unit members are required to remain a sufficient amount of time after their last assignment of the school day to fulfill necessary adjunct duties such as caring for student academic needs, attending parent or administrative conferences and meetings, attending Back to School and Open House and participating in other activities related to the assignment.

Unit members will use the available student information system to share timely and comprehensible feedback with students and their families at least every two (2) weeks and meet all progress report and grading deadlines.

Unit members who are required by an administrator to attend an IEP meeting more than one and a half hours beyond the student day shall be paid at the hourly rate for any time beyond the one and a half hours.

10.4 Supervision Duties/Community Engagement Activities

Unit members may be assigned supervision and/or community engagement duties during the regular instructional year such as campus supervision and performances, school tutoring programs, athletic events, dances, and detention that occur outside of the regular instructional day. Community engagement activities may include parent and family events, school performances, student competitions and presentations that occur outside of the regular instructional day. Each supervision duty shall be a minimum of 30 minutes in duration. Each community engagement activity shall be a minimum of two (2) hours in duration. Additional time performed by the unit member during the same community engagement activity shall be applied in one (1) hour increments.

The preliminary supervision duty categories shall be determined and posted at the site before the end of the preceding instructional year. Sign-ups shall occur at the beginning of the teacher work year.

The District shall assign such duties equitably among site unit members based upon choices indicated by the unit members. In no case shall unit members be assigned more than six (6) hours of supervision/community engagement duty annually.

10.5 Preparation Time

10.5.1 The District shall schedule one (1) daily conference period for each full-time classroom unit member.

10.5.2 Special education teachers and their general education partners will be provided an opportunity through a shared conference period or other accommodation to meet and collaborate during regular school hours a minimum of one time per month for a minimum of one hour per month.

10.5.3 All RSP teachers who do not have a release period in addition to their regular conference period will be provided an opportunity to take four (4) release days per school year for individualized education program-related responsibilities.

10.5.4 Beginning with the 2022-23 school year, any SDC Mild/Moderate teachers co-teaching for a minimum of four (4) periods per day at a junior high school or three (3) periods per day at a high school, who do not have a release period in addition to their regular conference period will be provided an opportunity to take four (4)

release days per school year for individualized education program-related responsibilities.

10.6 Class Coverage

Unit members shall be compensated for class coverage. Unit members shall not be required to cover more than one class per day during non-instructional time. Special Education unit members shall not be required to cover classes during their scheduled monitoring period or co-teaching periods. Class coverage lasting less than the full period shall count as full class coverage for purposes of counting the number of class coverage periods.

10.6.1 Records of class coverage which include the teacher's signature shall be kept by the principal or designee and readily available for inspection by any affected unit member regularly assigned to that school site. Every effort will be made to assign class coverage in an equitable manner.

10.6.2 Day-to-day substitutes will be used for class coverage prior to requiring a teacher to provide class coverage.

10.6.3 Bargaining unit members shall be compensated one hour's pay for each non-block schedule class coverage, or portion thereof as follows: less than 15 minutes will be compensated as ¼ hour at the Hourly Rate of pay, 15 minutes to half of the class period as ½ hour at the Hourly Rate of pay and more than half the period as one hour at the Hourly Rate of pay.

Class coverage on a block schedule shall be compensated at 1.5 hours pay for each class coverage, or portion thereof as follows: less than one-half hour at ½ hour at the Hourly Rate of pay, one-half hour to one hour of coverage at 1 hour at the Hourly Rate of pay, and over 1 hour at 1 ½ hours at the Hourly Rate of pay.

10.6.4 Class coverage for any bargaining unit member shall not be required for two consecutive days without the bargaining unit members' consent.

10.7 Lunch Period

Each unit member shall receive a daily duty free lunch period of at least thirty (30) minutes exclusive of a five (5) minute passing period.

10.8 Teacher Assignments

In the preparation of teaching assignments, the District agrees to the following:

10.8.1 Unit members shall make their teaching preferences known to the administrator through the department chairperson prior to the development of the master schedule. The department chairperson shall lead a collaborative process with the unit members of the department regarding the development of the master

schedule. Administrators shall consult with department chairpersons prior to initiating the development of the master schedule. A unit member shall retain the right to consult with the administrator regarding his/her assignment.

10.8.2 Three (3) working days prior to the close of the school year the principal or designee shall notify all staff members of their tentative assignments by class periods for the ensuing school year. Changes made subsequent to this notification may be made after the principal/designee has directly consulted by phone or given the unit member five (5) days' notice by certified mail to the last known address of the unit member, of the unit member's opportunity to consult regarding the proposed changes. If inclusion becomes part of an assignment or is removed as part of an assignment, it shall be considered a change and shall require such notice. Failure to respond to the mailed notice shall be deemed a waiver, by the unit member, of such consultation rights.

10.9 Substitute Coverage

Except in an emergency, when substitutes are available they will be hired to replace any teacher when it is known in advance that s/he will be absent from his/her assignment for more than two (2) periods.

10.10 Course Preparation

Both parties recognize that the additional workload created by three or more course preparations may reduce the effectiveness of a teacher. It is therefore agreed that the administration will make a reasonable attempt to limit the number of course preparations assigned to each teacher to two (2) course preparations per semester. The administration will consider all reasonable alternatives to ensure that the number of course preparations is equitable throughout each department and throughout the school.

10.10.1 A course preparation is defined as any situation in which the teacher must specifically prepare lessons, tests, or other activities for any class or block having a different course title, course number, or having different identified ability levels within a course title. "Different identified ability levels" does not refer to the normal diversity of academic abilities found in a regular classroom but rather to an individual or group that is designated by the school as requiring special accommodations. RSP teachers who are assigned to inclusion classes for the purpose of planning for and participating in instruction with more than one regular education teacher shall be recognized as having one course preparation for each teacher to which they are assigned. Cambridge Virtual Academy (CVA) and eLearning courses shall be defined as unique course preparations.

10.10.2 In the case that a teacher may need to be assigned more than two (2) course preparations, the school administration will consider all reasonable alternatives to alleviate the additional responsibility being placed on the teacher and make a reasonable attempt to remedy any departmental inequities that may be created by the assignment of an additional course preparation.

10.10.3 If it has been determined that, in the best interest of the school, it is necessary to assign a teacher more than two course preparations, the teacher may request a meeting with the administrator no later than five (5) workdays from receipt of verifiable notice of the assignment. At this meeting the administrator will consider the teacher's input and provide written rationale for the assignment.

10.10.4 Unit members may request a meeting with the administration during the summer if they are notified after the end of the school year that their teaching schedule will contain more than two course preparations. It is understood that requesting a meeting during the summer is optional for the unit member. If the unit member chooses not to schedule a meeting, the timeline for the request begins the first workday of the new school year.

10.10.5 If the teacher is not satisfied that all options have been fully explored at the school site, the teacher may file an appeal with the Superintendent's designee no later than five (5) workdays from the receipt of the written rationale or five (5) workdays from the first day of the work year for changes that may have occurred over the summer. The Superintendent's designee will respond to the appeal within five (5) workdays.

10.11 Instructional Day

If the number of instructional minutes for a particular school allows, and upon request of a principal and a majority of the faculty, the District shall grant an additional minimum day at the end of each semester for testing, grading, and other record keeping purposes.

10.12 Professional Attire

The Association and the District agree that in order to enhance a positive school culture, certificated staff should be professionally dressed while on duty and adhere to the following guidelines:

10.12.1 Certificated bargaining unit members may be advised by an administrator or supervisor not to wear T-shirts or shorts while on duty.

10.12.2 Authorized school T-shirts may be worn while on duty when designated by the administrator or supervisor.

10.12.3 Physical Education teachers or unit members assigned to teach in classrooms without air conditioning may be permitted to wear shorts while on duty.

10.12.4 Certificated bargaining unit members may wear jeans that are free of holes, tears, or other signs of wear.

The Association and District further agree to jointly monitor the implementation of these guidelines and investigate future modifications of the guidelines.

10.13 Minimum Day

The District shall schedule one (1) student minimum day to be held on the same day that either an Open House or Back-to-School Night event is held at each site designated as a junior high. The minimum day shall be determined by the site administrator with input from the site unit members.

10.14 Traveling Teachers

Unit members required to travel to different classrooms during the school day will be provided an adequate work and storage space during the conference/prep period and shall be assigned a curriculum-appropriate classroom when one becomes available. Priority for assignment to a classroom will be given to the unit member(s) who has/have been traveling for the greatest length of time. Unit members required to travel between work sites during the workday shall be provided a travel period (separate from a duty-free lunch and a daily conference period), subject to administrator approval on a case-by-case basis.

10.15 Loss of Classroom

An attempt shall be made to accommodate room assignments so that a unit member does not lose the use of their assigned classroom during their conference period for more than two (2) consecutive school years.

ARTICLE 11: CLASS SIZE

The principal or designee may consult with members of the staff during the process of assigning pupils to classes. The Board of Trustees will annually review the staffing procedures used within the District. The District and ASTA shall meet annually prior to the start of the second semester to discuss the staffing procedures to be used for the upcoming school year.

11.1 Maintain Patterns

The Board will continue its effort to maintain staffing patterns that will avoid state penalties.

11.2 Grade Levels and Instructional Areas

It is recognized that class sizes at various grade levels and in different instructional areas cannot be identical.

11.3 Group Flexibility

The Board recognizes the advantages of instructional groupings different from the historically standard classrooms; e.g., large group instruction, cooperative teaching teams, multi-age groupings, or low enrollment classes for specially funded projects and the Board shall be allowed the flexibility to utilize such groupings.

11.4 Best Interests

The Board shall promote class size which is within the best interests of the students concerned.

11.5 Scheduling

By no later than the end of the first semester, the principal or designee shall annually communicate to staff members the site master schedule processes and timelines for the upcoming school year.

By no later than March 31st, the principal or designee shall communicate to staff members the District staffing projection for the upcoming school year.

By no later than April 15th, the principal or designee shall communicate to staff members the current draft of the upcoming school year's master schedule, including tentative teacher assignments.

By no later than three (3) working days prior to the close of the school year, the principal or designee shall communicate to staff members the current draft of the upcoming school year's site master schedule, including tentative teacher assignments by class periods.

The Board agrees that it shall not arbitrarily or capriciously schedule abnormally or unreasonably large classes within the District. Every attempt shall be made to adjust class sizes to ensure that unit members share the teaching load.

11.6 Complaints and Monitoring

A unit member may request a consultation with the principal to discuss alternatives to alleviate large class sizes. If a unit member has a class size complaint which has not been resolved by the principal within twenty (20) school days of the start of a semester, the unit member may appeal to the Assistant Superintendent, Human Resources. The Assistant Superintendent, Human Resources will review the complaint and within five (5) days of receipt of the complaint will either deny the complaint or make a recommendation to the Superintendent for resolution of the complaint. The Assistant Superintendent, Human Resources shall provide the unit member with a written rationale for his/her decision by the end of the five (5) day review period.

The District will continue to monitor and require justification by the site administrator for exceedingly large classes, and will request the results of any teacher consultation(s) resulting from large class sizes.

11.7 Additional Staffing

The District will authorize additional staffing to sites based upon verification of growth of enrollment by site. This additional staffing will reflect the current teacher/student ratio as established annually by the District. The District shall email daily the total enrollment in the school and enrollment in each class and the total number of teachers included in the staffing ratio on each of the first 20 days of the school year and on each of the first five (5) days of the second semester. Whenever the school is authorized to hire additional teachers due to growth in enrollment, the site administration shall email such information.

11.8 Student/Teacher Ratio

Teacher unit members who do not teach a full regular instructional day shall be proportionally counted in the student/teacher ratio for that site.

11.9 Student Load

The maximum student load for bargaining unit members teaching in the traditional comprehensive junior high schools, junior high school Cambridge Virtual Academy and eLearning courses, and Oxford Academy, exclusive of Physical Education, athletics, and performing arts, shall be 222 students.

The maximum student load for bargaining unit members teaching in the traditional comprehensive senior high schools and high school Cambridge Virtual Academy and eLearning courses, exclusive of Physical Education, athletics, and performing arts, shall be 195 students.

The maximum student load only includes students enrolled in the course and excludes students assigned to provide the teacher assistance, including but not limited to, teacher assistant, lab assistant, and peer tutor.

Any homeroom, advisement, or similar additional time with students will be counted as part of the student load.

11.9.1 Physical Education

The maximum student load for bargaining unit members teaching junior high Physical Education shall be 336 students.

The maximum student load for bargaining unit members teaching senior high Physical Education shall be 290 students.

11.9.2 Special Education

The caseload and/or workload maximum for Special Education shall be as follows:

RSP	28 maximum
M/M	18 maximum
ED	12 maximum
LHS	16 adults, 16 high school, 12 junior high maximum
SH	13 adults, 12 high school, 12 junior high maximum
SH-Hope	12 caseload maximum
Autism	11 maximum
SLP	70 workload maximum
Nurse	10,000 caseload maximum

If the caseload and/or workload maximum cannot be met, the District and ASTA will meet to review the caseload and/or workload to determine reasonable options.

11.9.2.1 Speech Language Pathologist (SLP) Workload Model

Speech Language Pathologists and the District shall utilize the digital version of the "Workload Form for Allocation of Support" (see Appendix M) to determine their assigned workload for the current school year.

Frequency of Workload Form Completion

Within twenty (20) days of the beginning of the school year, all SLPs shall complete and submit the Form to Special Youth Services (SYS). Within twenty-five (25) days of the beginning of the school year, the District shall analyze the results and share the findings with ASTA.

Within five (5) days after the start of the second semester, unit members shall complete the digital form and share with SYS. Within ten (10) days of the second semester, SYS will share the findings with ASTA.

In the event that a unit member's workload increases at times not listed above, the unit member may resubmit the Form to the Director of SYS. Within five (5) days of receipt, the Director of SYS shall meet with the unit member to determine reasonable options.

11.9.3 Specialized Sites or Programs

Effective 2015-16, caseloads for these Special Sites/Programs shall be as follows:

Gilbert/Continuation	120 student load maximum*
Community Day School	75 student load maximum
Polaris/Independent Learning Center	36 caseload maximum
Hope School	10 school wide caseload average

If the maximum/average cannot be met, the District and ASTA will meet to determine reasonable options.

If a new program or delivery model is created within the alternative education program, this language does not apply and the District and ASTA agree to meet and negotiate to determine reasonable maximums.

11.9.4 All maximums in this article shall be adjusted on a pro-rata basis for bargaining unit members who teach an additional period per Article 14.8, part-time, or a split-subject assignment.

11.9.5 For student load maximums identified in Articles 11.9 and 11.9.1 only, maximums may be exceeded by mutual agreement of the District and the bargaining unit member.

11.9.5.1 The mutual agreement shall be documented in writing and include the following: (1) effective date of the agreement; (2) the total number of additional students agreed to beyond the applicable maximum; (3) the applicable time period of the agreement (not to exceed one school year); (4) unit member name and signature; and (5) administrator name signature. (See Appendix J)

ARTICLE 12: EVALUATION PROCEDURES

The District and the Association agree that an effective evaluation system recognizes the complexities of teaching and student learning, while focusing on continuous improvement of the evaluatee's teaching practice. Administrators and teachers must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous teacher growth and reflection. Informal observations shall be utilized in the evaluation process for all evaluation options.

Procedures

12.1 Evaluator

The principal or designated administrative representative shall conduct the evaluation. However, the unit member shall have the right to request an alternate evaluator. Such request shall be made in writing to the principal or immediate supervisor. Should the request be denied, the rationale shall also be submitted in writing to the unit member. All evaluators must have appropriate training and regular calibration in all evaluation procedures and instruments.

12.2 Tiered Evaluation

The District and the Association recognize that the evaluation process varies among the different members of the bargaining unit. Therefore, a three-tiered system shall be implemented to better utilize the time and efforts of the evaluator and the unit member. Informal observation shall be utilized in the evaluation process for all evaluation options. Accordingly, the evaluation process shall be comprised of the three following tiers:

Tier One – The Tier One Teacher is a unit member who has completed less than ten (10) years certificated service serving in a position established by Article 2.1.1 in the District, or less than eight (8) years in permanent status in the District, and has had satisfactory evaluations. The frequency of evaluation shall be as follows: (1) Non-permanent unit members shall be evaluated every year; and (2) Permanent unit members shall be evaluated every other year until they achieve Tier Two Teacher status as defined below.

Tier Two - A Tier Two Teacher is a permanent teacher who has ten years teaching experience in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two Teachers are evaluated every five years. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other Unit Members.

A Tier Two Teacher may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

Improving Teacher – The Improving Teacher has received an unsatisfactory evaluation in the previous year based on the Tier One or Tier Two evaluation process, has been referred to Peer Assistance Review (PAR), and has developed a remediation plan with the evaluator and the PAR consulting teacher. has a remediation plan in effect, and has been referred to PAR. An Improving Teacher shall have a minimum of three observations during the evaluation/remediation period conducted by their evaluator.

12.3 Goals and Objectives (California Standards of the Teaching Profession – CSTP)

The following (CSTP) Goals and Objectives shall be the basis of all evaluations regardless of the tier or level used in each individual evaluation.

12.3.1 Engaging and Supporting Students in Learning
Teachers learn about their students' interests in order to better engage them in the learning process. They connect subject matter to students' prior knowledge, backgrounds, and life experiences, as well as meaningful, real-life situations. Teachers will use a variety of instructional strategies, resources and technologies to meet the diverse learning needs of students. In addition, teachers will promote critical-thinking skills through the use of inquiry, problem-solving, reflection, and utilize frequent formative assessments to guide their instruction.

12.3.2 Creating and Maintaining Effective Environments for Student Learning.
Teachers promote social development and responsibility within a caring community where students are treated fairly and respectfully. They create physical or virtual learning environments that promote student learning, reflect diversity, and encourage constructive and productive interactions among students. They establish and maintain learning environments that are physically, intellectually, and emotionally safe. Teachers create a rigorous learning environment with high expectations and appropriate support for students. Teachers develop, communicate, and maintain high standards for individual and group behavior. They employ classroom routines, procedures, norms, and supports for positive behavior to foster a climate in which students can learn. They use instructional time to optimize learning.

12.3.3 Understanding and Organizing Subject Matter for Student Learning
Teachers exhibit in-depth working knowledge of subject matter, academic content standards, and curriculum frameworks. They apply knowledge of student development and proficiencies to assist students in the understanding of content. They organize curriculum to facilitate students' understanding of the subject matter. Teachers utilize instructional strategies that are appropriate to the subject matter. They use and adapt resources, technologies, and standards-aligned instructional materials, including adopted materials, to make subject matter accessible to students. They address the needs of English learners and students with special needs to provide equitable access to the content.

12.3.4 Planning Instruction and Designing Learning Experiences for Students
Teachers use knowledge of students' academic readiness, language proficiency, cultural background, and individual development to plan instruction. They establish and articulate goals for student learning. They develop and sequence long-term and short-term instructional plans to support student learning. Teachers plan instruction that incorporates appropriate strategies to meet the diverse learning needs of students. They modify and adapt instructional plans to meet the assessed learning needs of students.

12.3.5 Assessing Students for Learning
Teachers apply knowledge of the purposes, characteristics, and uses of different types of assessments. They collect and analyze assessment data from a variety of sources and use those data to inform instruction. They review data, both individually and with colleagues, to monitor student learning. Teachers use assessment data to establish learning goals and to plan, differentiate, and modify instruction. They involve students in self-assessment, goal setting, and monitoring progress. Teachers use available technologies to assist in assessment, analysis, and communication of student learning. They use assessment information to share timely and comprehensible feedback with students and their families.

12.3.6 Developing as a Professional Educator
Teachers reflect on their teaching practice to support student learning. They establish professional goals and engage in continuous and purposeful professional growth and development. They collaborate with colleagues and engage in the broader professional community to support teacher and student learning. Teachers learn about and work with families to support student learning. They engage local communities in support of the instructional program. They manage professional responsibilities to maintain motivation and commitment to students. Teachers demonstrate professional responsibility, integrity, and ethical conduct.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the six goals and objectives listed above in an observation session.

12.4 Frequency of Evaluation

All non-permanent Tier One unit members shall be evaluated every year. Permanent unit members shall be evaluated every other year until reaching Tier Two status. As provided herein, Tier Two Teachers shall be evaluated every five years if they meet the requirements of state and federal laws.

Should the evaluator determine that, because of observed and documented deficiencies in meeting the District's Goals and Objectives outlined herein, a Tier One or Two Teacher requires a more formal evaluation; the evaluator shall notify the teacher at least two weeks before the end of the school year. Or, if the teacher is being evaluated, the evaluator shall give an unsatisfactory evaluation which will bring about an Improving Teacher evaluation

in the subsequent year. Such deficiencies shall only be related to the Goals and Objectives found in this article.

In the event an evaluatee believes the above administrative decision is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the evaluatee may appeal the final evaluation, by providing specific information and data to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

12.5 Preliminary Evaluation Conference

The evaluator shall conduct a Preliminary Evaluation Conference with each evaluatee prior to the commencement of the formal evaluation. The purpose of the Preliminary Evaluation Conference is to allow both the evaluator and unit member to review the evaluation process, including the Goals and Objectives, and discuss examples of expected performance. The goal of this process is to reach an understanding regarding the expectations for the observation. Evaluation Worksheet for both the Formal Observation and the Project-Reflective Essay options (Appendix E) will be given to Evaluatees at the time of the Preliminary Evaluation Conference.

12.6 Informal Observations

Informal observations shall be utilized in the evaluation process for all evaluation options. In most instances, these observations shall be approximately (15) minutes in length. However, at the discretion of the evaluator, the timeframe may be extended. There shall be no more than two (2) informal observations prior to a formal observation. Within ten (10) school days of the observation, the Informal Observation shall be shared with the evaluatee. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and the evaluatee. A violation of any of the parameters set forth in this section shall not invalidate the inclusion of the Informal Observation as part of the evaluation process.

12.7 Scheduling of the Formal Observation and Pre-Observation Conference

The evaluator and the evaluatee will schedule the pre-observation conference and the [first] observation date and time at least 10 days prior to the observation. By mutual agreement, the scheduling may be done less than 10 days prior to the observation.

Additional observations will be scheduled at least 5 days in advance or less by mutual agreement. A pre-observation conference is not required for additional observations during the school year.

12.8 Pre-Observation Conference for the Formal Observation

A pre-observation conference shall be held between the evaluator and the evaluatee no less than five days (or less than five days by mutual agreement) before the first scheduled

observation. The purpose of this meeting is to discuss and review the evaluation process for the initial scheduled observation period. The reflection/discussion questions (described infra) for the post-observation conference will be distributed to the evaluatee at this time. A discussion for clarification of the reflection questions may take place.

12.9 Formal Observations and Post Observation Conference

The unit member to be evaluated shall be observed for one period per observation in accordance with the evaluation calendar. Within ten (10) school days of the observation, the Observation Form shall be completed and a follow-up conference with the evaluatee shall be conducted to discuss the report. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and evaluatee.

12.10 Project and Reflective Essay

A Tier Two teacher may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the (CSTP) Goals and Objectives. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentor/collaborate with another teacher; (3) an educational research paper/book report on an educational topic; (4) a study or project using data from the evaluatee's class(es); (5) a project within a staff leadership position that has relevance to the educational goals of the school; or (6) a case study focusing on the evaluatee's students.

The evaluatee will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied in the classroom. This essay should also contain a reflection on strengths and areas of growth as related to the teacher's own practice and shall be aligned to the (CSTP) Goals and Objectives.

Informal observations shall be utilized in the Project and Reflective Essay option.

12.11 Evaluation Forms

All evaluation/observation forms are appended to this agreement. The administration at individual school sites shall not create any additional forms or handouts or require other supplementary materials to be completed by the evaluatee. The evaluatee has the right to attach a rebuttal reflecting their objection(s) to any aspect of any observation report or final evaluation. Such rebuttals shall be submitted within five (5) working days after the evaluatee has received the observation report or final evaluation. Each rebuttal becomes part of the form to which it is attached.

12.12 Evaluation Calendar

12.12.1 Formal Observation Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and evaluatee and cannot to be altered or extended with the exception of what is noted in sections 12.6, 12.7 and 12.8.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system, processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Observation is Scheduled (at least ten days prior to the selected date or less by mutual agreement). Observation shall not be rescheduled except in cases of unplanned, unforeseen, or unscheduled events or circumstances. In the event of a cancellation, the observation shall be rescheduled following the procedures above.

At Least Ten Work Days (or less by mutual agreement) Before the Classroom Observation -- The Pre-Observation Conference and observation date and time will be scheduled by mutual agreement of the evaluator and evaluatee. The reflective questions referenced in 12.7 and contained in Appendix E-6 will be presented at this time.

Post-Observation Conference shall occur within ten days of the observation to discuss the completed Observation Form.

Prior to the end of the first quarter, at least one formal observation shall be completed for all probationary unit members.

Prior to the end of the third quarter, at least one formal observation shall be completed for all permanent unit members. At least two formal observations shall be completed for all probationary employees.

Prior to the end of the third quarter all formal observations shall be completed. However, if a unit member has received a needs to improve or unsatisfactory on a formal observation additional observations may be scheduled during the fourth quarter.

Beginning the fourth quarter and not later than 30 calendar days prior to the end of the school year – A final evaluation shall be completed and provided to the evaluatee.

12.12.2 Project and Reflective Essay Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and the evaluatee.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Pre-project Development Conference shall be held individually– at this time the evaluator and evaluatee will discuss the Project. The Tier Two Project Development Form and Tier Two Project and Reflective Essay Final Evaluation Worksheet shall be discussed and shared with the evaluatee (Appendix E-4, E-5).

Prior to the end of the First Quarter– the evaluatee and evaluator shall agree on a project. In the event that the evaluatee and evaluator cannot reach agreement on the project, the unit member shall attempt to resolve the matter directly with the evaluator. If a resolution is unable to be reached, the unit member may appeal to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and is not grievable under Article 7 of the collective bargaining agreement.

Prior to the End of the Third Quarter – The Project will be completed and the Reflective Essay will be submitted to the Evaluator.

Beginning the Fourth Quarter and not later than 30 calendar days prior to the end of the school year – A Final Evaluation shall be completed and provided to the evaluatee.

12.13 Constraints

If in the opinion of the site administrator a serious complaint has been lodged against an individual teacher by an employee or non-employee, the teacher shall be notified within a reasonable amount of time and, when practicable, before any students are questioned. Complaints not reported to the teacher, and not investigated, shall not be utilized in the evaluation or subsequent disciplinary action. In addition, progressive discipline may be included in the teacher evaluation process.

No final evaluation shall be based on the results of any standardized test information.

Although unit members may be observed in multiple disciplines, no unit member shall be evaluated in more than one (1) discipline unless the evaluator and evaluatee agree otherwise.

Whenever the District identifies problem areas in a unit member's performance, the District shall provide advance notice that corrective action is necessary. In the event a unit member believes that this did not occur, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may appeal, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent shall be final and no party of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

All information and data used in the evaluation process shall be utilized with the complete knowledge and disclosure to the evaluatee. Student comments or interviews shall not be included in any evaluation.

The use of any electronic listening or recording device in any classroom without the prior consent of the unit member and principal of the school is strictly prohibited.

12.14 Academic Freedom Pertaining to Methodology and Curriculum

Professional discretion shall be guaranteed to unit members in order to create an academic atmosphere in the classroom as follows: (1) a unit member selects the instructional methodology s/he uses in teaching the standards (as long as s/he continues to receive satisfactory evaluations); (2) students and teachers are permitted to raise questions dealing with critical and controversial issues of the day pertaining to the curriculum, per Board Policy 71402; and (3) unit members maintain a classroom atmosphere conducive to the study, investigation, presentation and interpretation of facts. Unit members must teach curriculum standards as adopted by the State. For courses without adopted State Standards, unit members will teach the District-approved course of study.

12.15 Appeal Process

In the event a unit member believes the content of the final evaluation is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may appeal the final evaluation, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

ARTICLE 12A: SPEECH LANGUAGE PATHOLOGIST (SLP) EVALUATION PROCEDURES

The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous SLP growth and reflection. Informal observations shall be utilized in the evaluation process for all evaluation options.

Procedures

12A.1 Evaluator

The Director of Special Youth Services or designated administrative representative shall conduct the evaluation. However, the unit member shall have the right to request an alternate evaluator. Such requests shall be made in writing to the Director of Special Youth Services. Should the request be denied, the rationale shall also be submitted in writing to the unit member. All evaluators must have appropriate training and regular calibration in all evaluation procedures and instruments.

12A.2 Tiered Evaluation

The District and the Association recognize that the evaluation process varies among the different members of the bargaining unit. Therefore, a three-tiered system shall be implemented to better utilize the time and efforts of the evaluator and the unit member. Informal observation shall be utilized in the evaluation process for all evaluation options. Accordingly, the evaluation process shall be comprised of the three following tiers:

Tier One – The Tier One SLP is a unit member who has completed less than ten (10) years certificated service serving in a position established by Article 2.1.1 in the District, or less than eight (8) years in permanent status in the District, and has had satisfactory evaluations. The frequency of evaluation shall be as follows: (1) Non-permanent unit members shall be evaluated every year; and (2) Permanent unit members shall be evaluated every other year until they achieve Tier Two SLP status as defined below.

Tier Two - A Tier Two SLP is a permanent SLP who has ten years certificated service in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two SLPs are evaluated every five years. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other Unit Members.

A Tier Two SLP may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

Improving SLP – The Improving SLP has received an unsatisfactory evaluation in the previous year based on the Tier One or Tier Two evaluation process, has been referred to a Performance Improvement Plan (PIP), and has a performance improvement plan in effect. An Improving SLP shall have a minimum of three observations during the evaluation/performance improving period conducted by their evaluator.

12A.3 Goals and Objectives Speech Language Professional Competencies (SLPC(s))

The following SLPC Goals and Objectives shall be the basis of all evaluations regardless of the tier or level used in each individual evaluation.

12A.3.1 Assessment and Reporting
Effectively conducts speech, language, and communication assessments (both standardized and informal, including modifications as needed). Accurately identifies speech and language disorders according to California education code, taking into consideration cultural and linguistic diversity. SLP accurately gathers student case history including: identifying relevant developmental history and/or contributing factors, and conducts (or makes attempts to conduct) parent/caregiver interviews, teacher feedback, and other pertinent or district-recommended information. They select adequate assessment batteries with consideration for all relevant factors. SLP accurately administers the batteries and scores tests accurately. SLP synthesizes all gathered information to define the student's level of communicative functioning, and makes recommendations that are consistent with evaluation results and demonstrates educational benefit for the students. They demonstrate understanding of eligibility criteria for treatment and dismissal. SLP produces defensible reports that follow district guidelines and expresses ideas clearly and concisely.

12A.3.2 Intervention and Therapy
SLP develops and implements individualized education plans (IEPs) that align with students' communication needs. SLP demonstrates efficient use of direct therapy time. SLP uses clinical judgment, data collection, and evidence-based practices to plan and modify treatment, strategies, materials, and/or instrumentation to meet the needs of the student during therapy sessions. Provides therapy in a variety of settings to meet student needs. Demonstrates measurable student progress in communication skills aligned with IEP goals.

12A.3.3 Learning Environment
SLP's interactions with students are positive and respectful. SLP demonstrates consistent systems of support to facilitate appropriate student behavior. Environment promotes positive learning opportunities with high expectations and appropriate support for students. Demonstrates an understanding of diverse

cultural and linguistic backgrounds, adapting therapy methods accordingly. Maintains an inclusive approach to working with students.

12A.3.4 Collaboration and Communication
Collaborates effectively with teachers, special education staff, and other professionals to support students' communication development. Communicates with parents/guardians regarding their child's progress and provides strategies to support communication development. Participates in multidisciplinary team meetings (IEP meetings, case conferences, etc.) and contributes valuable insights.

12A.3.5 Ethical Standards
Adheres to the ASHA (American Speech-Language-Hearing Association) Code of Ethics and district policies. Maintains student confidentiality and ensures ethical decision-making in therapy and reporting. SLP demonstrates working knowledge and models a high level of professional ethics and incorporates best practices in daily activities. Maintains a professional standard of integrity, organization, and confidentiality of student information. SLP consistently displays professional conduct to others. SLP demonstrates informed knowledge and understanding of special education laws and procedures, and refers to state, and district guidelines.

12A.3.6 Time Management and Documentation
Effectively manages caseloads, balancing time between assessment, intervention, documentation, and consultation. SLP completes necessary reports and paperwork, establishes and documents professional contacts in a timely manner. Completes and submits required IEP documentation in a timely manner. Documents treatment notes in district-approved Medi-Cal billing platform in a timely manner.

12A.3.7 Professional Development
Engages in professional growth opportunities, including workshops, conferences, or additional certifications. Incorporates new knowledge and skills into clinical practice. Regularly attends and participates in SLP Department monthly meetings.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the seven SLPC goals and objectives listed above in an observation session.

12A.4 Frequency of Evaluation

All non-permanent Tier One unit members shall be evaluated every year. Permanent unit members shall be evaluated every other year until reaching Tier Two status. As provided herein, Tier Two SLPs shall be evaluated every five years if they meet the requirements of state and federal laws.

Should the evaluator determine that, because of observed and documented deficiencies in

meeting the District's Goals and Objectives outlined herein, a Tier One or Two SLP requires a more formal evaluation; the evaluator shall notify the SLP at least two weeks before the end of the school year. Or, if the SLP is being evaluated, the evaluator shall give an unsatisfactory evaluation which will bring about an Improving SLP evaluation in the subsequent year. Such deficiencies shall only be related to the Goals and Objectives found in this article.

In the event an evaluatee believes the above administrative decision is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or Special Youth Services Director. If a resolution is unable to be reached, the evaluatee may appeal the final evaluation, by providing specific information and data to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

12A.5 Preliminary Evaluation Conference

The evaluator shall conduct a Preliminary Evaluation Conference with each evaluatee prior to the commencement of the formal evaluation. The purpose of the Preliminary Evaluation Conference is to allow both the evaluator and unit member to review the evaluation process, including the Goals and Objectives, and discuss examples of expected performance. The goal of this process is to reach an understanding regarding the expectations for the observation. Evaluation Worksheet for both the Formal Observation and the Project-Reflective Essay options (attached) will be given to Evaluatees at the time of the Preliminary Evaluation Conference.

12A.6 Informal Observations

Informal observations shall be utilized in the evaluation process for all evaluation options. In most instances, these observations shall be approximately (15) minutes in length. However, at the discretion of the evaluator, the timeframe may be extended. There shall be no more than two (2) informal observations prior to a formal observation. Within ten (10) school days of the observation, the Informal Observation shall be shared with the evaluatee. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and the evaluatee. A violation of any of the parameters set forth in this section shall not invalidate the inclusion of the Informal Observation as part of the evaluation process.

12A.7 Scheduling of the Formal Observation and Pre-Observation Conference

The evaluator and the evaluatee will schedule the pre-observation conference and the [first] observation date and time at least 10 days prior to the observation. By mutual agreement, the scheduling may be done less than 10 days prior to the observation.

Additional observations will be scheduled at least 5 days in advance or less by mutual agreement. A pre-observation conference is not required for additional observations during the school year.

12A.8 Pre-Observation Conference for the Formal Observation

A pre-observation conference shall be held between the evaluator and the evaluatee no less than five days (or less than five days by mutual agreement) before the first scheduled observation. The purpose of this meeting is to discuss and review the evaluation process for the initial scheduled observation period. The reflection/discussion questions (described infra) for the post-observation conference will be distributed to the evaluatee at this time. A discussion for clarification of the reflection questions may take place.

12A.9 Formal Observations and Post Observation Conference

The unit member to be evaluated shall be observed for one period per observation in accordance with the evaluation calendar. Within ten (10) school days of the observation, the Observation Form shall be completed and a follow-up conference with the evaluatee shall be conducted to discuss the report. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and evaluatee.

12A.10 Project and Reflective Essay

A Tier Two SLP may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the (SLPC) Goals and Objectives. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentor/collaborate with another SLP; (3) an educational research paper/book report on an educational topic; (4) a study or project using data from the evaluatee's student(s); (5) a project within a staff leadership position that has relevance to the educational goals of the school; or (6) a case study focusing on the evaluatee's students.

The evaluate will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied in the classroom. This essay should also contain a reflection on strengths and areas of growth as related to the SLP's own practice and shall be aligned to the SLPC Goals and Objectives.

Informal observations shall be utilized in the Project and Reflective Essay option.

12A.11 Evaluation Forms

All evaluation/observation forms are appended to this agreement. The administration at individual school sites shall not create any additional forms or handouts or require other supplementary materials to be completed by the evaluatee. The evaluatee has the right to attach a rebuttal reflecting their objection(s) to any aspect of any observation report or final evaluation. Such rebuttals shall be submitted within five (5) working days after the evaluatee has received the observation report or final evaluation. Each rebuttal becomes part of the form to which it is attached.

12A.12 Evaluation Calendar

12A.12.1 Formal Observation Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and evaluatee and cannot be altered or extended with the exception of what is noted in sections 12.6, 12.7 and 12.8.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system, processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Observation is Scheduled (at least ten days prior to the selected date or less by mutual agreement). Observation shall not be rescheduled except in cases of unplanned, unforeseen, or unscheduled events or circumstances. In the event of a cancellation, the observation shall be rescheduled following the procedures above.

At Least Ten Work Days (or less by mutual agreement) Before the Classroom Observation -- The Pre-Observation Conference and observation date and time will be scheduled by mutual agreement of the evaluator and evaluatee. The reflective questions referenced in 12.7 and attached will be presented at this time.

Post-Observation Conference shall occur within ten days of the observation to discuss the completed Observation Form.

Prior to the end of the first quarter, at least one formal observation shall be completed for all probationary unit members.

Prior to the end of the third quarter, at least one formal observation shall be completed for all permanent unit members. At least two formal observations shall be completed for all probationary employees.

Prior to the end of the third quarter all formal observations shall be completed. However, if a unit member has received an unsatisfactory on a formal observation additional observations may be scheduled during the fourth quarter.

Beginning the fourth quarter and not later than 30 calendar days prior to the end of the school year – A final evaluation shall be completed and provided to the evaluatee.

12A.12.2 Project and Reflective Essay Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and the evaluatee.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Pre-project Development Conference shall be held individually– at this time the evaluator and evaluatee will discuss the Project. The Tier Two Project Development Form and Tier Two Project and Reflective Essay Final Evaluation Worksheet shall be discussed and shared with the evaluatee (attached).

Prior to the end of the First Quarter– the evaluatee and evaluator shall agree on a project. In the event that the evaluatee and evaluator cannot reach agreement on the project, the unit member shall attempt to resolve the matter directly with the evaluator. If a resolution is unable to be reached, the unit member may appeal to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and is not grievable under Article 7 of the collective bargaining agreement.

Prior to the End of the Third Quarter – The Project will be completed and the Reflective Essay will be submitted to the Evaluator.

Beginning the Fourth Quarter and not later than 30 calendar days prior to the end of the school year – A Final Evaluation shall be completed and provided to the evaluatee.

12A.13 Constraints

If in the opinion of the site administrator or Director of Special Youth Services a serious complaint has been lodged against an individual SLP by an employee or non-employee, the SLP shall be notified within a reasonable amount of time and, when practicable, before any students are questioned. Complaints not reported to the SLP, and not investigated, shall not be utilized in the evaluation or subsequent disciplinary action. In addition, progressive discipline may be included in the SLP evaluation process.

No final evaluation shall be based on the results of any standardized test information.

Although unit members may be observed in multiple disciplines, no unit member shall be evaluated in more than one (1) discipline unless the evaluator and evaluatee agree otherwise.

Whenever the District identifies problem areas in a unit member's performance, the District shall provide advance notice that corrective action is necessary. In the event a unit member believes that this did not occur, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may

appeal, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent shall be final and no party of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

All information and data used in the evaluation process shall be utilized with the complete knowledge and disclosure to the evaluatee. Student comments or interviews shall not be included in any evaluation.

The use of any electronic listening or recording device in any classroom without the prior consent of the unit member and evaluator is strictly prohibited.

12A.14 Academic Freedom Pertaining to Methodology and Curriculum

Professional discretion shall be guaranteed to unit members in order to create an academic atmosphere in the classroom as follows: (1) a unit member selects the instructional methodology s/he uses in teaching the standards (as long as s/he continues to receive satisfactory evaluations); (2) students and SLPs are permitted to raise questions dealing with critical and controversial issues of the day pertaining to the curriculum, per Board Policy 71402; and (3) unit members maintain a classroom atmosphere conducive to the study, investigation, presentation and interpretation of facts. Unit members must teach curriculum standards as adopted by the State. For courses without adopted State Standards, unit members will teach the District-approved course of study.

12A.15 Appeal Process

In the event a unit member believes the content of the final evaluation is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may appeal the final evaluation, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

ARTICLE 12B: SCHOOL REGISTERED NURSE EVALUATION PROCEDURES

The District and the Association agree that an effective evaluation system recognizes the complexities of the nursing profession, while focusing on continuous improvement of the evaluatee's clinical and educational practices. Administrators and nurses must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous nurse growth and reflection. Informal observations shall be utilized in the evaluation process for all evaluation options.

Procedures

12B.1 Evaluator

The Director of Special Youth Services or designated administrative representative shall conduct the evaluation. However, the unit member shall have the right to request an alternate evaluator. Such requests shall be made in writing to the Director of Special Youth Services. Should the request be denied, the rationale shall also be submitted in writing to the unit member. All evaluators must have appropriate training and regular calibration in all evaluation procedures and instruments.

12B.2 Tiered Evaluation

The District and the Association recognize that the evaluation process varies among the different members of the bargaining unit. Therefore, a three-tiered system shall be implemented to better utilize the time and efforts of the evaluator and the unit member. Informal observation shall be utilized in the evaluation process for all evaluation options. Accordingly, the evaluation process shall be comprised of the three following tiers:

Tier One - The Tier One School Registered Nurse is a unit member who has completed less than ten (10) years certificated service serving in a position established by Article 2.1.1 in the District, or less than eight (8) years in permanent status in the District, and has had satisfactory evaluations. The frequency of evaluation shall be as follows: (1) Non-permanent unit members shall be evaluated every year, and (2) Permanent unit members shall be evaluated every other year until they achieve Tier Two School Registered Nurse status as defined below.

Tier Two - A Tier Two School Registered Nurse is a permanent School Registered Nurse who has ten years certificated service in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two School Registered Nurses are evaluated every five years. The Tier Two evaluation is an introspective instrument that requires evaluatees to reflect on their successes and share their expertise with other Unit Members.

A Tier Two School Registered Nurse may select to be evaluated using the Project and Reflective Essay option or the Tier One Evaluation Process (formal observation).

Improving School Registered Nurse - The Improving School Registered Nurse has received an unsatisfactory evaluation in the previous year based on the Tier One or Tier Two evaluation process, has been referred to a Performance Improvement Plan (PIP), and has a performance improvement plan in effect. An Improving School Registered Nurse shall have a minimum of three observations during the evaluation/performance improving period conducted by their evaluator.

12B.3 School Nurse Standards of Practice

The following School Nurse Standards of Practice shall be the basis of all evaluations regardless of the tier or level used in each individual evaluation.

12B.3.1 Standards of Practice
The School Registered Nurse is ethical in their practices and provides competent evidence-based nursing care.

12B.3.2 Care Coordination
The Registered School Nurse collects and analyzes pertinent data to identify student health needs and nursing diagnoses and uses evidence-based information to develop student individualized healthcare plans (IHP). They provide training for school personnel aon safety protocols and procedures and develop plans for emergency care. The Registered School Nurse conducts health screenings and performs effectively in emergencies, delegating tasks appropriately. They communicate effectively, documenting interventions and activities appropriately in Aeries and refusing student IHPs as appropriate. The Registered School Nurse monitors and maintains health records for each student and participates in the MAA/LEA/Medical programs.

12B.3.3 Staff Relationships and Quality Improvement
The School Registered Nurse maintains professional working relationships with other school nurses and staff, and evaluates one's own and others' nursing practice. They demonstrate effective communication with staff, parents/guardians, and healthcare providers. The School Registered Nurse participates in or contributes to Individual Educational Plans, evaluates progress toward attainment of goals and outcomes, and serves as case manager for students with acute or chronic health needs.

12B.3.4 Professional Leadership
The School Registered Nurse demonstrates professionalism in behaviors, time management, dependability, resource utilization, and ethical practice. They participate in professional development/ continuing education programs to enhance their knowledge and nursing skills. The School Registered Nurse consults with students' healthcare providers for further guidance on providing

appropriate support for their health management at school. They utilize appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible. The School Registered Nurse provides training and supervision to staff on specialized healthcare services.

12B.3.5 Community and Public Health

The School Registered Nurse utilizes health promotion, education, and prevention activities to maintain and improve the health and safety of the school environment. They practice in an environmentally healthy and safe manner that is congruent with cultural diversity and inclusion principles.

The District and the Association agree that the evaluator may not observe all (or even a majority of) the descriptors of the School Nurse Standards of Practice listed above in an observation session.

12B.4 Frequency of Evaluation

All non-permanent Tier One unit members shall be evaluated every year. Permanent unit members shall be evaluated every other year until reaching Tier Two status. As provided herein, Tier Two School Registered Nurses shall be evaluated every five years if they meet the requirements of state and federal laws.

Should the evaluator determine that, because of observed and documented deficiencies in meeting the District's Goals and Objectives outlined herein, a Tier One or Two School Registered Nurse requires a more formal evaluation; the evaluator shall notify the School Registered Nurse at least two weeks before the end of the school year. Or, if the School Registered Nurse is being evaluated, the evaluator shall give an unsatisfactory evaluation which will bring about an Improving School Registered Nurse evaluation in the subsequent year. Such deficiencies shall only be related to the Goals and Objectives found in this article.

In the event an evaluatee believes the above administrative decision is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or Special Youth Services Director. If a resolution is unable to be reached, the evaluatee may appeal the final evaluation, by providing specific information and data to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

12B.5 Preliminary Evaluation Conference

The evaluator shall conduct a Preliminary Evaluation Conference with each evaluatee prior to the commencement of the formal evaluation. The purpose of the Preliminary Evaluation Conference is to allow both the evaluator and unit member to review the evaluation

process, including the Goals and Objectives, and discuss example of expected performance. The goal of this process is to reach an understanding regarding the expectations for the observation. The School Nurse Evaluation Tool for both the Formal Observation and the Project-Reflective Essay options (attached) will be given to Evaluatees at the time of the Preliminary Evaluation Conference.

12B.6 Informal Observations

Informal observations shall be utilized in the evaluation process for all evaluation options. In most instances, these observations shall be approximately (15) minutes in length. However, at the discretion of the evaluator, the timeframe may be extended. There shall be no more than two (2) informal observations prior to a formal observation. Within ten (10) school days of the observation, the Informal Observation shall be shared with the evaluatee. All comments on the report must be factual and objective. The time limits may be extended by mutual agreement of the evaluator and the evaluatee. A violation of any of the parameters set forth in this section shall not invalidate the inclusion of the Informal Observation as part of the evaluation process. Informal observations may include, but are not limited to: a review of an IHP, observation of an IBP meeting (in person or virtual), or student health assessment/screenings.

12B.7 Scheduling of the Formal Observation and Pre-Observation Conference

The evaluator and the evaluatee will schedule the pre-observation conference and the [first] observation date and time at least 10 days prior to the observation. By mutual agreement, the scheduling may be done less than 10 days prior to the observation.

Additional observations will be scheduled at least 5 days in advance or less by mutual agreement. A pre-observation conference is not required for additional observations during the school year.

12B.8 Pre-Observation Conference for the Formal Observation

A pre-observation conference shall be held between the evaluator and the evaluatee no less than five days (or less than five days by mutual agreement) before the first scheduled observation. The purpose of this meeting is to discuss and review the evaluation process for the initial scheduled observation period. The reflection/discussion questions (described infra) for the post-observation conference will be distributed to the evaluatee at this time. A discussion for clarification of the reflection questions may take place.

12B.9 Formal Observations and Post-Observation Conference

The unit member to be evaluated shall be observed for one period per observation in accordance with the evaluation calendar. Within ten (10) school days of the observation, the Observation Form shall be completed and a follow-up conference with the evaluatee shall be conducted to discuss the report. All comments on the report must be factual and

objective. The time limits may be extended by mutual agreement of the evaluator and evaluatee.

12B.10 Project and Reflective Essay

A Tier Two School Registered Nurse may select to be evaluated using the Project and Reflective Essay option in lieu of using the formal observation process. The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the School Nurse Standards of Practice. Examples of such projects may include, but are not limited to, one of the following: (1) leading or participating in a professional development activity; (2) mentoring a new nurse program; (3) an research paper/book report related to school nursing; (4) a study or project for improvement relevant to the health office and student or nursing practice; (5) identify a high need medical case and develop a case study or pp for staff education.

The evaluatee will also submit a reflective, self-assessment essay that includes an explanation of how the project could be applied at the school setting. This essay should also contain a reflection on strengths and areas of growth as related to the School Registered Nurse's own practice and shall be aligned to the School Nurse Standards of Practice.

Informal observations shall be utilized in the Project and Reflective Essay option.

12B.11Evaluation Forms

All evaluation forms are appended to this agreement. The administration at individual school or district office shall not create any additional forms or handouts or require other supplementary materials to be completed by the evaluatee. The evaluatee has the right to attach a rebuttal reflecting their objection(s) to any aspect of any observation report or final evaluation. Such rebuttals shall be submitted within five (5) working days after the evaluatee has received the observation report or final evaluation. Each rebuttal becomes part of the form to which it is attached.

12B.12 Evaluation Calendar

12B.12.1 Formal Observation Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and evaluatee and cannot be altered or extended with the exception of what is noted in sections 12.6, 12.7 and 12.8.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system, processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Observation is Scheduled (at least ten days prior to the selected date or less by mutual agreement). Observation shall not be rescheduled except in cases of unplanned, unforeseen, or unscheduled events or circumstances. In the event of a cancellation, the observation shall be rescheduled following the procedures above.

At Least Ten Work Days (or less by mutual agreement) Before the worksite Observation -- The Pre-Observation Conference and observation date and time will be scheduled by mutual agreement of the evaluator and evaluatee. The reflective questions referenced in 12.7 and attached will be presented at this time.

Post-Observation Conference shall occur within ten days of the observation to discuss the completed Observation Form.

Prior to the end of the first quarter, at least one formal observation shall be completed for all probationary unit members.

Prior to the end of the third quarter, at least one formal observation shall be completed for all permanent unit members. At least two formal observations shall be completed for all probationary employees.

Prior to the end of the third quarter all formal observations shall be completed. However, if a unit member has received an unsatisfactory on a formal observation additional observations may be scheduled during the fourth quarter.

Beginning the fourth quarter and not later than 30 calendar days prior to the end of the school year - A final evaluation shall be completed and provided to the evaluatee.

12B.12.2 Project and Reflective Essay Calendar

All deadlines contained in the Evaluation Calendar shall be strictly adhered to by the evaluator and the evaluatee.

Prior to the End of the 17th workday according to the Student/Teacher Calendar a Preliminary Evaluation Conference(s) shall be held wherein the evaluation system processes, and forms (including the reflective questions and the Evaluation Worksheets) shall be explained to the unit members scheduled to be evaluated.

Pre-project Development Conference shall be held individually- at this time the evaluator and evaluatee will discuss the Project. The Tier Two Project

Development Form and Tier Two Project and Reflective Essay Final Evaluation Worksheet shall be discussed and shared with the evaluatee (attached).

Prior to the end of the First Quarter- the evaluatee and evaluator shall agree on a project. In the event that the evaluatee and evaluator cannot reach agreement on the project, the unit member shall attempt to resolve the matter directly with the evaluator. If a resolution is unable to be reached, the unit member may appeal to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and is not grievable under Article 7 of the collective bargaining agreement.

Prior to the End of the Third Quarter - The Project will be completed and the Reflective Essay will be submitted to the Evaluator.

Beginning the Fourth Quarter and not later than 30 calendar days prior to the end of the school year - A Final Evaluation shall be completed and provided to the evaluatee.

12B.13 Constraints

If in the opinion of the site administrator or Director of Special Youth Services a serious complaint has been lodged against an individual School Registered Nurse by an employee or non-employee, the School Registered Nurse shall be notified within a reasonable amount of time and, when practicable, before any students are questioned. Complaints not reported to the School Registered Nurse, and not investigated, shall not be utilized in the evaluation or subsequent disciplinary action. In addition, progressive discipline may be included in the School Registered Nurse evaluation process.

No final evaluation shall be based on the results of any standardized test information.

Whenever the District identifies problem areas in a unit member's performance, the District shall provide advance notice that corrective action is necessary. In the event a unit member believes that this did not occur, the unit member shall attempt to resolve the matter dire tly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may appeal, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent shall be final and no party of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

All information and data used in the evaluation process shall be utilized with the complete knowledge and disclosure to the evaluatee. Student comments or interviews shall not be included in any evaluation.

The use of any electronic listening or recording device in any classroom without the prior consent of the unit member and evaluator is strictly prohibited.

12B.14 Appeal Process

In the event a unit member believes the content of the final evaluation is unsubstantiated, the unit member shall attempt to resolve the matter directly with the evaluator and/or principal. If a resolution is unable to be reached, the unit member may appeal the final evaluation, providing specific information/data, to the Assistant Superintendent, Human Resources. The decision of the Assistant Superintendent is final and no part of the evaluation content is grievable under Article 7 of the collective bargaining agreement.

ARTICLE 13: SAFETY CONDITIONS

13.1 Safe Working Conditions

The District shall provide safe working conditions for all unit members within the fiscal capabilities of the District. Unit members will practice safe procedures and practices. Should the District determine that an unsafe condition exists, unit members affected by that condition shall be advised and provided methods and operating procedures until the condition is corrected.

13.2 Unsafe Conditions

13.2.1 Administrators will monitor and report to the District unsafe working conditions. Unit members aware of unsafe site facility conditions will report said conditions to the immediate supervisor on the appropriate form (See Appendix T). The District will respond to the unit member with a copy of the work order within five (5) days.

13.2.2 Assault, battery or any threat of force or violence directed toward a unit member while in attendance at school or at related school activities shall be reported by the unit members to their immediate supervisor as soon as possible.

13.2.2.1 As defined in Penal Code Section 240, an assault is an unlawful attempt, coupled with present ability, to commit a violent injury on the person of another.

13.2.2.2 As defined in Penal Code Section 242, a battery is any willful and unlawful use of force or violence upon the person of another.

13.2.3 The District shall take appropriate action whenever a unit member, while in attendance at school or related school functions, is physically or verbally attacked by another person or persons. Such action will include the unit member and any administrator having knowledge of said incident reporting such incident to the appropriate law enforcement agencies as provided in the Education Code. The affected unit member shall receive a response as to any and all action taken within a reasonable period of time after the report of the incident.

13.2.3.1 In the event of a physical attack directed towards a unit member, the site administrator will take reasonable steps under the circumstances to secure immediate first aid and/or medical treatment for any injury resulting from the attack.

13.2.3.2 The unit member shall submit a written report regarding the incident to the site administrator within no more than two (2) work

days following the incident. The unit member shall utilize the Staff Protection Incident Report located in Appendix U. The site administrator shall conduct a reasonable investigation of the incident taking into consideration the initial notification and any written report from the unit member. Following the investigation, the site administrator shall notify the unit member and Assistant Superintendent, Human Resources (or Director, Human Resources) of the investigation's outcome.

13.3 District Support and Assistance

The District shall give all reasonable support and assistance to unit members as they attempt to maintain an atmosphere conducive to appropriate discipline on school grounds and in the classroom. Such support shall include:

13.3.1 Whenever a student exhibits serious behavioral problems which disrupt the educational process within the unit member's classroom, the unit member may inform the principal/designee who shall arrange for a conference with the unit member to discuss the problem and to decide upon appropriate steps for its resolution. If necessary, the principal/designee may arrange for an appropriate specialist to attend the meeting.

13.3.2 Class Suspension by Unit Members

Within the first two (2) days of the work year, site administrators will review with unit members their rights and responsibilities regarding student discipline and class suspension, including suspension forms and grounds for suspension. Unit members may consult District policy (8700-8708) and Education Code provisions (48900-48905, 48910) online at www.auhsd.us and leginfo.legislature.ca.gov.

13.3.2.1 A unit member may suspend a student from his/her class for the day of the suspension and the day following for any of the following actions:

(a) Caused, attempted to cause, or threatened to cause physical injury to another person;

(b) Caused or attempted to cause damage to school property or private property;

(c) Disrupted school activities or otherwise willfully defied the valid authority of the teacher; or

(d) Any other infraction as enumerated in Education Code 48900.

13.3.2.2 The teacher shall immediately report the suspension to the principal, or designee, and send the student to the principal, or designee, for appropriate action. As soon as possible, the teacher shall ask the parent or guardian of the pupil to attend a parent-teacher conference regarding the suspension. An administrator will attend the conference if either parent or teacher so requests.

13.3.2.3 A student suspended by a teacher shall not be placed in another teacher's classroom for that designated period of class suspension.

13.3.2.4 If steps outlined above are taken with respect to a student, and the behavioral problem continues to exist, the teacher and the principal/designee shall continue, in a cooperative fashion, to discuss and attempt to identify and implement a resolution to the problem.

13.4 Reimbursement for Personal Property Loss and/or Damage

13.4.1 The Board of Trustees will authorize payment of the cost of replacing or repairing certain property of an employee when such items are damaged or stolen in the line of duty as a result of malicious acts and without fault of the unit member.

Covered items are:

13.4.1.1 Prescription eye glasses, hearing aids, watches, articles of clothing, or other items necessarily worn or carried by the employee

13.4.1.2 Vehicles

13.4.1.3 Other personal property of the employee, when approval for the use of the personal property in the line of duty was given in writing by the site administrator or designee before the property was brought to the work site, and when the value of the property was agreed upon in writing by the person or persons bringing the property and the site administrator, or designee appointed by him/her for this purpose, at the time the approval for its use was given.

13.4.2 The following items are excluded from coverage under this article:

13.4.2.1 Vehicle collision (including hit and run incidents)

13.4.2.2 Such personal items as tape recorders, radios, telephones, pagers, or compact disc players belonging to the unit member are not included unless approved by the District in item 13.4.1.3 above. This includes items in a vehicle, regardless of whether the item is fixed or removable from the vehicle

13.4.2.3 Purses or wallets, or the contents thereof (credit cards, cash, etc.)

13.4.2.4 Cash, credit cards, or other cash equivalent items.

13.4.3 The maximum payment of any one claim is $1,500 or actual cost whichever is less in the case of vehicles and $1,000 or actual cost whichever is less for other property. Loss or damage shall be reported to the supervisor, and if appropriate, to the police as soon as the employee becomes aware of such loss or damage. Claim forms are available in the Business Office of the District and should be forwarded through the principal or supervisor to the Business Office when completed.

13.4.4 To preclude double recovery, any losses or damages which are compensable, wholly or partially, under the unit member's private insurance policy, or policies, shall to such extent not be compensable under the terms of this policy.

13.5 Use of Force

Unit members may take necessary action in the performance of their duties to insure the safety of themselves and/or others or when necessary for the defense of themselves and/or others.

13.6 School Discipline Committee/ District Student Discipline Task Force

A School Discipline Committee shall be established on each campus. The committee shall include four (4) unit members selected by the unit members at the school and one (1) administrator. The committee may also include one (1) counselor, two (2) parents, and students.

The District and Association are committed to implementing the Student Discipline Taskforce Recommendations & Best Practices, recognizing that they may change over time. The Student Discipline Task Force Recommendations & Best Practices shall be shared with the entire faculty during the first two professional learning days of the school year. In addition, each campus shall share its site discipline protocols and procedures. Concerns and challenges with implementation and fidelity to the processes and expectations set forth in the Recommendations & Best Practices will be communicated with the administrators and unit members serving on the site Discipline Committee. The School Discipline Committee shall review, study, and propose modifications to the site's protocols and procedures to site administration throughout the school year.

The District Student Discipline Task Force shall receive and review all sites' proposed modifications to protocols and procedures. The District shall post every site's discipline policies and procedures each year to facilitate an understanding of best practices across the District.

13.7 Behavioral Problems

Once an administrator has been notified that a student has exhibited violent behavior, made threats against employees, or was in possession of weapons, the site administrator shall strive to notify all of the student's teachers within two (2) work days but by no later than five (5) work days. The principal/designee shall arrange an optional conference with the student's teachers within five (5) days to discuss all reasonable support and assistance and to decide upon appropriate next steps. The teacher(s) may inspect any non-confidential records of the student which are in the possession of the District. Threats of personal harm or property damage shall be handled in the manner prescribed by law.

13.8 Health Related Procedures

It is understood by the parties that there may be situations which require that certain health-related procedures be administered in order to protect the health of students. Unit members shall not be required to perform such procedures unless and until the unit member is trained to do so.

13.9 Emergencies/Disaster Procedures

13.9.1 The District shall provide each teacher with the ability to communicate with the administration in emergency situations. The District will provide each classroom with a method of communication, preferably a telephone. The District shall ensure that through the State modernization process, each classroom shall be equipped with a telephone with access to an outside line.

13.9.2 Within the first thirty (30) days of the school year, site administrators will distribute to and review with unit members procedures to be followed in the event of a disaster or emergency.

13.10 Site Safety Committee

A Site Safety Committee, comprised of representatives of all staff, will be established on each campus. The purpose of the safety committee will be to consider the concerns of staff relative to safety on campus.

13.11 Adult Supervision

In curricular and extra-curricular situations where transportation is required, the District shall provide adult supervision in order that no group of students is transported in any conveyance without such adult supervision.

13.12 Relocation

Upon request, unit members who are required to relocate their classrooms shall be entitled to custodial assistance to move their materials and furniture.

ARTICLE 14: WAGES AND ITEMS RELATED TO WAGES

14.1 Salary - Teachers

2023-24 Teachers' Salary

Effective August 7, 2023, the 2022-2023 Teachers' Salary Schedule B shall be increased by 4.5% and is hereby incorporated into the Agreement as Appendix B.

In the event another District employee unit receives an increase on its salary schedule(s) greater than 4.5% for the 2023-2024 school year, the District or ASTA may request, and the other party will agree, to re-open negotiations on salary for 2023-2024.

14.2 Salary - Extra-Service Pay

The District and ASTA are proud to offer many extracurricular activities. A complete list of Extra Service Pay positions can be found in Appendix C. The pay is calculated by applying the percent indicated to Column II, Step 1 of the Teachers' Salary Schedule (Appendix B).

Extra-Service Pay is hereby incorporated as Appendix C of this Agreement.

Extra-Service Pay shall be expressed as a percent of Column II, Step 1 of the 2023-24 Teachers Salary Schedule (Appendix B) and the amount will increase as the Teachers Salary Schedule increases.

14.2.1 Department Chairpersons, BTSA Support Providers, Peer Assistance and Review Consulting Teachers and Peer Assistance and Review Committee Members will be paid monthly with their contract pay. Some duties assigned are within the scope of the school day.

14.2.2 An attempt shall be made to hire unit members for Extra-Service Pay positions before non-bargaining unit members.

14.2.3 Beginning with the 2014-15 school year, the following departments will be represented by a department chairperson:

- Advancement via Individual Determination (AVID) Program
- Career and Technical Education Program (CTE) (including Business, Home Economics and Careers Technology, Industrial Technology Education)
- English (including Reading)
- English Learner (EL) Program
- Library Teacher
- Math

- Physical Education (including Health)
- Science
- Social Science
- Visual and Performing Arts (VAPA) (including Art/Photo, Choral Music, Dance, Instrumental Music, Theatre/Drama)
- World Languages

In order to promote and increase professional growth and leadership development opportunities, department chairperson positions shall be for a term of five years. For purposes of implementation, the 2022-2023 school year shall be considered Year 3 of the initial five-year term. Incumbent department chairpersons may reapply at the end of the term.

The District will provide paid after-school training to new department chairs.

14.2.4 Effective with the 2002-2003 school year, and concluding at the end of the 2014-15 school year, the number of Special Education Department Chairpersons at each site shall be reduced by attrition to:

One (1) RSP Special Education Department Chairperson,

One (1) Mild to Moderate Special Education Department Chairperson, and

One (1) Moderate to Severe Special Education Department Chairperson.

Unit members who serve as Special Education Department Chairpersons during the 2001-2002 school year shall continue in their current extra service pay position until the unit member voluntarily resigns or is removed from the position in compliance with Article 17.2.4 of this Agreement.

14.2.5 Special Education Department Chair The following special education programs will be represented by a department chairperson:

- Resource Specialist Program (one per site)
- Mild/Moderate and Moderate/Severe (one per site, combined)
- Adaptive Physical Education (one per district)
- Speech and Language Pathologists (one per district)
- Visually Impaired (one per district)
- Orthopedically Handicapped (one per district)
- Adult Transition Mild/Moderate (one per district)
- Adult Transition Moderate/Severe (one per district)

Hope School will have three departments each represented by a department chairperson:

- Moderate/Severe-Junior High School
- Moderate/Severe-High School
- Moderate/Severe-Adult

14.2.6 Extra-Service Pay Positions

14.2.6.1 Posting of Openings

The District shall post at each school location a notice of each opening as it occurs during the regular school year or summer session. Each notice shall state a deadline for applications which shall be not less than seven (7) days after posting. In the event an opening becomes available once the teacher work year begins, the deadline for application shall not be less than three (3) days. The opening shall not be filled prior to such deadline. Postings shall be emailed to the Association President.

14.2.6.2 Return Rights

When a unit member utilizes a protected leave, the unit member will have return rights to the extra-service pay position if the unit member returns to work within one calendar year of the initial date of absence. It is understood that any unit member that serves in the position during this absence does so on an interim basis only.

14.2.6.3 Split Positions

The District and Association recognize that in some instances, extra-service pay positions may be split between two unit members. The following criteria will apply:

- In order for a split extra-service pay assignment to be considered, a proposal shall be submitted to the principal that specifies how the unit members will fulfill the responsibilities and duties of the position.
- Split extra-service pay assignments are valid for one school year.
- The principal shall have final approval of any split position.
- Should one unit member resign from the split, the position shall be reassessed according to the above language.

14.2.6.4 Removal of Extra-Service Pay

The District may remove unit members from extra-service pay positions (Appendix C) when a unit member changes sites or when a unit member no longer performs the duties associated with the stipend.

14.3 Salary Schedule Placement, Advancement and Structure

14.3.1 Salary Schedule

Certificated Unit Members

Unit members will be placed on and advanced on the salary schedule as follows:

1. Col. I Bachelor's Degree

2. Col. II Bachelor's Degree plus 30 semester hours

3. Col. III Bachelor's Degree plus 45 semester hours or Master's Degree

4. Col. IV Bachelor's Degree plus 60 semester hours including Master's Degree or Doctorate

14.3.2 Initial Salary Placement

Whenever a candidate is recommended for election, tentative placement on the salary schedule is made by the Director, Human Resources, based on the evidence of experience and training submitted in the application materials. Final placement on the salary schedule is made when completed official college transcripts (due November 1) and written evidence of experience have been received.

If a unit member fails to furnish such written evidence, the member's contract will be rewritten to reflect correct column and step placement and appropriate amounts sufficient to correct the salary error will be deducted from future salary warrant(s).

A maximum of six (6) years of credit shall be allowed at the rate of one (1) step for one (1) year as follows:

- A year of credentialed public school teaching experience in a paid status for at least seventy-five percent (75%) of the work days designated for the affected position.

- A year of credentialed teaching experience in a WASC accredited private school for at least seventy-five percent (75%) of the work days designated for the affected position.

- 250 days of substitute teaching experience in the Anaheim Union High School District to a maximum credit of six (6) years, provided that a teacher can produce documentation of the number of days taught.

- A year of teaching experience as a long-term substitute in the District for at least seventy-five percent (75%) of the work days in the same teaching assignment.

- Beginning with the 2022-23 school year, a year of intern teaching experience in the District for at least seventy-five percent (75%) of the work days designated for the affected position.

All previous experience shall be verified by official statements from previous employers.

14.3.3 All degrees and credits earned must be from accredited colleges or universities. For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post-Secondary Accreditation (COPA) or Association of American Education.

14.3.4 For initial placement, all semester hours must be upper division or graduate level and earned after the Bachelor's degree.

14.3.5 Vertical Movement

14.3.5.1 All qualified unit members shall advance one (1) vertical step on the salary schedule for each year of service, except those whose placement is at the maximum step. Regular full-time unit members who, in any one school year, are in paid status for a least seventy-five percent (75%) of the work year designated for the affected position shall be deemed to have earned one (1) year of experience credit. If the unit member teaches less than 75% of the work year, the unit member may accumulate partial credit to reach the minimum of 75% of the work year and receive one (1) year of credit.

Example #1: 40% contract for two (2) years earns one (1) year of service credit;

Example #2: 20% contract for four (4) years earns one (1) year of service credit.

14.3.5.2 Any unit member with fifteen (15) complete years of credentialed teaching service in the District shall be placed on Step 16 of the salary schedule.

14.3.5.3 Any unit member with twenty (20) complete years of credentialed teaching service in the District shall be placed on Step 21 of the salary schedule.

14.3.5.4 Any unit member with twenty-five (25) complete years of credentialed teaching service in the District shall be placed on Step 26 of the salary schedule.

14.3.6 Horizontal Movement

A unit member shall be placed on the appropriate column after written proof of semester units completed or degree earned has been submitted to the Human Resources Office and approved by the Board of Trustees.

Course credit for salary placement and movement shall be given only for lower division, upper division, or graduate course work taken at four-year colleges, universities, or graduate schools which are accredited by a regional accrediting commission.

14.3.6.1 After employment and placement on the salary schedule under adopted policy, the following guidelines will be used in crediting courses for salary schedule column advancement:

14.3.6.1.1 Lower division, upper division, or graduate courses that meet any of the five (5) criteria listed below may be credited with prior approval of the principal and the Director, Human Resources. In order to be eligible to use lower division course credit for salary schedule advancement, a "Request for Lower Division Credit" must be submitted through the Director, Human Resources, at least three (3) weeks prior to the start of class. The Director, Human Resources, will respond to the applicant within two (2) weeks.

14.3.6.2 Criteria for courses accepted for salary schedule advancement:

14.3.6.2.1 A subject directly related to the current or proposed teaching assignment.

14.3.6.2.2 A subject directly related to a unit member's teaching major or teaching minor.

14.3.6.2.3 A subject directly related to an advanced degree in professional education or in a subject area.

14.3.6.2.4 A subject required by a California credential, evaluation, or renewal.

14.3.6.2.5 Courses required for obtaining an additional teaching assignment major or minor.

14.3.6.3 Evidence of successful completion of course work or degrees prior to the start of the school year, submitted to Human Resources by November 1, shall be retroactive to August. Evidence of successful completion of course work or degrees prior to January 1, submitted to Human Resources by March 1, shall be retroactive to January 1.

14.3.6.4 The burden of proof of training experience, possession of credentials, and other required documents shall lie with the unit member, both for initial placement and for subsequent reclassification. Any error in classification which is due to action or inaction on the part of a unit member shall be corrected as soon as the error is verified, but salary adjustments shall be retroactive during the current school year only.

14.3.7 Other Salary Schedule Credit

Full salary schedule credit shall be granted for Peace Corps teaching and VISTA teaching.

The Superintendent or his/her designee may recommend salary schedule credit for experience gained which is related to teaching.

14.3.8 Professional Stipends

14.3.8.1 An additional annual stipend of $2,814 (4.09%) will be paid for an earned doctoral degree from an accredited university.

For purposes of this section, accredited institutions shall be listed in the American Association Collegiate Registrar Admissions (AACRA), Council on Post-Secondary Accreditation (COPA), or Association of American Education.

14.3.8.2 Bargaining unit members who attain National Board certification in the field(s) of their assignment will be paid an additional annual stipend of $2,814 (4.09%).

14.3.8.3 Bargaining unit members who attain a Bilingual Cross-cultural Language and Academic Development (BCLAD) or equivalent certification will be paid an annual stipend of $2,814 (4.09%). An

additional annual stipend of $1,410 (2.05%) will be paid for each additional course preparation assigned beyond the limits outlined per Article 10.10.

14.3.8.4 An additional stipend will be paid for Speech Language Pathologists as follows:

- $3,523 (5.12%) per year
- Additional $1,410 (2.05%) for CA Speech Pathology License
- Additional $1,410 (2.05%) for CCC (Certificate of Clinical Competence)
- Maximum of $6,343/year.
- For Clinical Supervision: $4,403 (6.4%) per school year

Stipends shall be pro-rated for part-time Speech and Language Pathologists

Clinical supervision stipends that extend into a second school year shall be prorated for the period of time of supervision in year 2. Clinical supervision for an SLP selected to work during Extended School Year shall be paid at the hourly rate.

14.3.8.5 An additional stipend of $5,635 (8.19%) will be paid to full-time Curriculum Specialists and $2,814 (4.09%) will be paid to part-time Curriculum Specialists.

14.3.8.6 An additional stipend in the amount of $2,250 (3.27%) will be paid to the site Title I Specialist.

14.3.8.7 An additional stipend in the amount of $4,348 (6.32%) will be paid to Nurses.

As per the current Agreement, percentages contained within the Professional Stipends article shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule.

14.4 Travel Expenses

Any unit member traveling to an authorized convention, meeting, conference, or visitation outside the District boundaries, but within 100 miles of the District Office, shall be reimbursed at a rate equal to previous years IRS allowable rate per mile, and if two (2) or more unit members ride in the same car, the reimbursement rate of two cents more than the allowable IRS allowable rate will be paid on a daily round trip basis. When the conference, convention, or meeting is over 100 miles and the unit member elects to drive his personal car in lieu of using commercial transportation, the unit member will be reimbursed at the amount paid for lowest fare charged for commercial air transportation.

Unit members required to drive their personal automobiles in the course of their work shall be reimbursed for such use at the standard IRS business mileage rate in effect. Use of

personal automobiles must have prior approval of supervisor and comply with Board policies.

14.5 Daily Rate of Pay

Daily rate of pay shall be determined by dividing the unit member's annual salary by the number of days of required service as indicated in the school calendar.

14.6 Hourly Rate of Pay

Unit members selected by the District to perform certificated hourly paid duties shall receive an hourly rate of pay equal to the previous Summer's Summer School pay. The new hourly rate of pay shall become effective the first day after the end of the regular year.

The hourly rate is determined by applying a percentage (.08%) to Column II, Step 1 of the Teachers' Salary Schedule (Appendix B). Hourly rate increases are effective after the last teacher work day of the school year. It is understood that pay increases shall not be applied retroactively to hourly service.

14.7 Golden Handshake

The District shall make available the provisions commonly referred to as the "Golden Handshake" to all eligible employees provided the State authorizes it and the District will save money.

14.8 Extra Teaching Periods

Upon mutual agreement of the District, the unit member and the Association, a unit member may agree to teach an additional class in lieu of their assigned conference period. The unit member shall be compensated at a rate equal to $1/6^{th}$ (16.7%) of his/her daily rate of pay. It is understood that such periods are in the Key to Learning and the school's master schedule. It is also understood that the extra teaching periods are during the regular school day during the regular school year.

If a school has changed the six-period or seven-period day above to a different configuration through a contract waiver, the extra compensation shall be applied only if the unit member teaches an additional class during his/her conference period.

Teachers who agree to teach the additional teaching period must be available for meetings or conferences per Article 10.3 - Adjunct Duties.

14.9 Summer Training Stipend

Unit members who participate in trainings outside of the regular work year shall receive a daily stipend of 0.30% applied to Column II, Step 1 of the Teachers' Salary Schedule (Appendix B) for trainings scheduled to last over three (3.0) hours but no more than seven

(7.0) hours, inclusive of a duty-free lunch of at least thirty (30) minutes. This stipend shall be utilized for all compensated work not covered by the Teacher Salary Schedule, Extra Service Pay Schedules, Hourly Rate of Pay, or a Professional Stipend. Unit members who participate in summer trainings will not receive credit for Extra Service Pay to be used in the involuntary transfer process. Trainings scheduled to last three (3.0) hours or less shall be paid at the Hourly Rate of Pay (Appendix B).

ARTICLE 15: HEALTH AND WELFARE

15.1 Contributions by the District

The District shall contribute the blended super composite rate towards the cost of medical insurance, and shall provide dental, life, vision care, and accidental death/dismemberment insurance benefits for active employees who are within the unit as indicated below:

15.1.1 Medical Insurance

PPO: Self-insured major medical with $275 deductible per person, maximum of $1,100 per family for unit members and eligible dependents utilizing the Anthem Blue Cross PPO Prudent Buyer-large group Plan Network, including a prescription card service, in the amount not to exceed the super composite rate established for 2023 of $1,371.40 per month or $16,456.80 per year per enrolled unit member, or

EPO: EPO insurance for unit members and eligible dependents utilizing the Anthem Blue Cross PPO Prudent Buyer-large group Plan Network, in the amount not to exceed the super composite rate established for 2023 of $1,447.78 per month or $17,373.36 per year per enrolled unit member.

The blended super composite rate shall be the weighted average of the PPO and EPO super composite rates above. Beginning with the 2023 calendar year, the District's contribution to the blended super composite rate shall not exceed $17,022.

2013 blended super composite rate calculation example.

1,238 employees are in the HMO*. (46%)
1,433 employees are in the PPO. (54%)
46% of $11,808 = $5432. 54% of $14,364 = $7,757.
$5432 + $7757 = $13,189 is 2013 blended super composite rate.

*EPO – Effective January 1, 2018

15.1.2 Life and Accidental Death/Dismemberment Insurance

Life and accidental death/dismemberment insurance for unit member and life insurance protection for unit member's spouse and eligible children.

15.1.3 Dental Insurance

Delta Dental PPO dental insurance services for unit members and eligible dependents, or Delta Care PMI dental insurance.

15.1.4 Vision Care Insurance

Vision care with special contact lens provision for unit members and eligible dependents.

15.1.5 Ancillary benefit plan designs (Life, Dental, Vision) shall be determined by the District Insurance Committee.

15.1.6 If an agreement is reached with any other collective bargaining group on health and welfare that contains a greater benefit than the current plan or a higher maximum district contribution, the District or ASTA may request, and the other party will agree, to re-open negotiations on health and welfare for 2016.

15.2 Insurance Committee

The parties agree that the overriding purpose of the Insurance Committee ("Committee") is to fulfill the commitment contained herein and in previous memoranda of understanding regarding cost containment of health and welfare premiums. The District and the Association agree to a renewed focus on health and welfare cost containment through participation on the Committee. Accordingly the parties agree as follows:

15.2.1 The District will provide regular members of the Insurance Committee release time and class coverage to attend insurance committee meetings.

15.2.2 The parties will work aggressively through the Committee to generate specific changes in health and welfare coverage, if needed, that maximize the district's contributions for medical, dental, vision, and life insurance. On-going cost evaluations will be generated and provided to the Committee as requested. Each year, the super composite rate for the following year will be available to the Committee on or before September 1. Upon review of these rates, the Committee will make suggestions for cost containment.

15.2.3 The Committee's final recommendations for implementation of the above-referenced cost containment provisions and actual super composite rate shall be submitted to the Association no later than September 30. The Association and the District negotiation teams will work to reach an agreement on such cost containment provisions and upon agreement, recommendations shall be submitted for ratification. The Association reserves the right to meet with the District to bargain a separate benefits plan by November 1 of the calendar year preceding the plan year. If such agreement is not reached prior to November 1 of each year, the District is authorized to initiate payroll deductions beginning with the January 31 paycheck for the difference between the blended super composite rate noted in 15.1 and the current year's blended super composite rate provided by the contract administrator.

15.3 Right to Contact

The Association shall have the right to contact the Health and Welfare contract administrator directly for any information it wishes relative to the plan, but a copy of such request and a copy of any answer received from the contract administrator shall be sent to the District.

15.4 Self-Insurance Plan

The District shall maintain a self-insurance plan, using an outside contract administrator.

15.5 Retirees

The Board of Trustees shall provide the 1979-80 fringe benefit amounts toward the major medical and dental portion of the fringe benefit compensation package to all unit members who were regular contract certificated personnel in the employment of the District prior to September 6, 1979 and who retire(d) on or after September 6, 1979 from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through social security or teacher retirement plans.

Retirees referred to in the above paragraph who wish to continue participation in the program will be required to make monthly payment, in advance to the Business Office, the difference between the current year costs and the 1979-80 costs.

All unit members ages 60-65 who are regular contract certificated personnel in the employment of the District and who retire(d) from the District with fifteen (15) or more years of service to the District and who are not otherwise covered by any similar programs provided through social security or teacher retirement plans shall be provided with the major medical and dental portion of the District's fringe benefit compensation package for the retiree only. Unit members who retire with fifteen (15) or more years of service to the District, and who have not attained the age of 60, who wish to participate in the major medical and dental portion of the fringe benefit compensation package may do so by depositing the monthly amount of the premium with the District Business Office. The amount of yearly premium will be established each year by the Business Office.

Members retiring after 1969 shall receive benefits no greater than those accorded current, active bargaining unit members. To remain eligible for the District paid benefit coverage from ages 60-65, the retiree must deposit the monthly amount of the premium with the District Business Office from the date of retirement until age 60.

15.6 IRS Section 125 - Flexible Benefit Plan

The District shall provide an Internal Revenue Service Section 125 Plan for unit members. Such plan will include but not be limited to eligible medical and disability income insurance and dependent care expenses. The plan administrator for the IRS Section 125 Plan shall be mutually agreed upon by the Association and the District. Participation by bargaining unit members in the Plan shall be voluntary.

ARTICLE 16: PART-TIME EMPLOYMENT

16.1 Pre-Retirement Reduced Assignment

It is the policy of the Board of Trustees of the Anaheim Union High School District to provide unit members of this District with the opportunity to phase in their retirement by reducing their workload from full-time to part-time duties while maintaining full retirement benefits pursuant to Education Code Section 22724. This reduced workload shall be authorized upon request of any full-time unit member subject to the following conditions:

16.1.1 The unit member must have reached the age of fifty-five (55) years prior to reduction in workload.

16.1.2 The unit member must have at least ten (10) years of full-time employment in this District in a position requiring certification, of which the immediately preceding five (5) years were full-time employment, and currently earning a salary equivalent to Column II, Step 7, or more.

16.1.3 The minimum part-time employment shall be one-half (1/2) of the number of days of service required by the unit member's contract of employment during the final year of service in a full-time position. The term "one-half" means full-time for one-half (1/2) the days required for the individual's position classification.

16.1.4 Only unit members who do not hold positions with salaries above that of the school principals are eligible for this reduced workload-retirement benefits program.

16.1.5 The option of part-time employment and full retirement benefits must be exercised on an annual basis.

16.1.6 The request for part-time employment must be exercised at the request of the unit member and formalized by a written agreement prior to the period of reduced service. The Director, Human Resources, shall specify the conditions of reduced service and shall establish the deadlines for making application and reaching agreement. The agreement can be revoked only with the mutual consent of the unit member and the District.

16.1.7 The unit member who elects a reduced workload in accordance with the conditions of this policy shall be paid a salary which is the pro rata share of the salary that would be earned if the request for part-time employment had not been made, and shall retain all other rights and benefits of full employment, provided the unit member elects to contribute to the Teachers' Retirement Fund the amount that would have been contributed if employment was on a full-time basis. If the unit member elects to contribute the full-time employment share to the Teachers' Retirement Fund, the District shall also do the same to assure full-time employment retirement allowance.

16.1.8 The District reserves the right to deny granting a reduced workload to any unit member if doing so would create a staffing problem.

16.1.9 No unit member shall be entitled to receive retirement credit for more than ten (10) years of service under this policy.

16.2 Job Sharing

16.2.1 Prior to any layoff and/or reduction in force, the District shall advertise to all unit members, for a thirty (30) day period, that the opportunity exists to participate in job sharing. The minimum job sharing employment shall be one-half (1/2) of the number of days of service required by the unit member's contract of employment. The term "one-half" (1/2) means full-time for one-half (1/2) of days required for the individual's position classification. The unit member receives fringe benefits under Article 15 during the term of his/her employment. The District reserves the right to deny the granting of job sharing if doing so would create a legal/staffing problem, as determined by the District.

16.2.2 Job sharing shall refer to two (2) unit members on regular contracts sharing one (1) teaching assignment. Two (2) unit members may share an assignment for a minimum of one (1) year. Job applications for a job-sharing assignment for the following school year shall be filed with the District no later than March 1. An application for job-sharing must include a proposal specifying how the employee will fulfill the responsibilities and duties of the position. The total number of positions shared by unit members participating in a job share shall not exceed 1% of the bargaining unit. The District shall approve or deny requests and notify, in writing, the applicants of its decision by May 1. Notwithstanding other provisions of this Agreement, job sharing unit members' wages, benefits, and paid leaves shall be prorated relative to the actual time worked. In no event shall the total amount of the health and welfare benefits for the job sharers exceed the amount the District would have paid if the position had not been shared.

16.2.2.1 Upon request of the two (2) unit members and approval of the principal, a job sharing assignment may be renewed provided the two (2) unit members notify the District prior to March 1.

16.2.2.2 If a unit member on a regular contract is in a job sharing assignment and elects to return after the first year to full-time teaching, the unit member will be returned to her/his original school if a position for which the unit member is certificated is available.

16.2.2.3 If a unit member on a regular contract is in a job sharing assignment for more than one (1) year and elects to return to full-time teaching, the unit member will be assigned to the first available full-time teaching position for which the unit member is certificated.

16.2.2.4 In order to advance on the salary schedule, the bargaining unit members in the job share must work a minimum of 75% of the 185 work days, which is a total of 139 or more days within two consecutive school years. If a work year is adjusted due to furlough days, the unit member must work a minimum of 75% of the work days within the two consecutive years.

16.3 Reducing from a Full-Time Assignment

16.3.1 The request for a reduced assignment must be initiated by the unit member and formalized by a written agreement with the District prior to the period of reduced service. The Director, Human Resources, shall specify the conditions of reduced service and shall establish the deadlines for making an application and reaching an agreement. The agreement may be renewed on an annual basis with mutual consent of the unit member and the District.

16.3.2 If a unit member on a reduced contract returns to his/her full-time assignment after one (1) year, the unit member shall be returned to his/her original school if a position for which the unit member is certificated is available.

16.3.3 If a unit member's reduced assignment contract is not renewed, the unit member shall return to a full-time position.

ARTICLE 17: DISCIPLINE

17.1 Files

17.1.1 District Personnel File

A unit member shall have the right to examine and respond to all of the material in his/her personnel file which has accrued after his/her employment. A representative of the unit member may, at the unit member's request, accompany the unit member in the review or, with the unit member's written consent, may conduct the review. Each unit member's personnel file shall contain only materials and documents as provided by law including the following:

17.1.1.1 Pre-employment information

17.1.1.2 Copies of annual contracts and supplemental contracts

17.1.1.3 Transcripts

17.1.1.4 Certification material

17.1.1.5 Letters of commendation

17.1.1.6 Copies of official personnel action

17.1.1.7 Written evaluations

17.1.1.8 Other materials, as agreed between the unit member and the Director, Human Resources.

17.1.2 Materials placed in the unit member's district personnel file shall be photocopied within forty-eight (48) hours of placement and submitted to the unit member who shall sign a receipt signifying that s/he has received the material. Such receipt does not indicate agreement. The unit member may make a written response to the material which shall also be placed in his/her district personnel file, and attached to the material being responded to. Materials which relate to an incident involving a unit member must be submitted for placement in his/her district personnel file within a reasonable period of time following the date of the complaint. Any material shall be removed from the district personnel file if a unit member's claim that it is inaccurate is sustained through the grievance procedure.

17.1.3 Local Site Folders

17.1.3.1 In addition to copies of materials found in 17.1.1, the local site folder may contain only the following:

17.1.3.1.1 Emergency Information Card

17.1.3.1.2 Principal/Supervisor copies of official personnel actions

17.1.3.1.3 Principal/supervisor documentation of actions which may lead to official personnel actions

17.1.3.1.4 Personal Data Sheet

17.1.3.1.5 Copies of forms which are prohibited by this Agreement from placement in the district personnel file

17.1.3.1.6 Items in the local site folders shall be destroyed whenever a unit member transfers to another site or terminates employment with the District with the exception of items that could lead to disciplinary actions and items mutually agreed upon by the unit member and principal.

17.1.3.2 Materials placed in the local site folder as described in 17.1.3.1 with the exception of item 3 are generally materials known to the unit member. Written "documentation of actions which may lead to official personnel action" will be made known to the unit member prior to use in any official personnel action. Twelve months after the receipt of a verbal warning document, the unit member may request the site administrator remove any record of said verbal warning from the local site file. If the request is denied, the unit member may appeal the decision to the Asst. Supt. of Human Resources.

17.2 Discipline

17.2.1 Process - Normally, the district shall utilize a "progressive discipline" procedure which utilizes the following steps:

17.2.1.1 Verbal warning(s)

17.2.1.2 Written warning

17.2.1.3 Written Reprimand

17.2.1.4 In the administration of this procedure, the parties agree that some actions of unit members may be so severe as to not require stringent adherence to the steps outlined. It is further agreed, however, that no

unit member shall be reprimanded, reduced in compensation, or suspended with or without pay as set forth herein without just cause.

In order to progress from one step to the next there must have been reoccurrence of like or related action that brought about the previous step or steps.

17.2.2 Notice of Progressive Discipline - In the administration of the overall discipline program of the district, it will be clearly noted on any written notice stating if the discipline represents a:

17.2.2.1 Written warning, or

17.2.2.2 Written Reprimand

17.2.3 Right to Representation - A unit member shall be entitled to have a representative present when s/he is subject to any disciplinary action. After a request for such representation is made, any conference will be held within a period of time not to exceed five (5) working days in order that a representative of the unit member's choice, when possible, may have an opportunity to be present.

17.2.4 Extra-Service Pay Assignments

17.2.4.1 Removal of Unit Member For Extra-Service Pay

The District may remove unit members from extra-service pay positions (Appendix C) subject to due process, or as a result of a transfer to another site, or when a unit member no longer performs the duties associated with the stipend. For purposes of this section, due process means:

17.2.4.1.1 Verbal warning

17.2.4.1.2 Written warning

17.2.4.1.3 Written reprimand

17.2.4.1.4 Removal

The District may also remove a unit member from extra-pay and leadership positions (Appendix C) due to deficiencies in performance. The unit member will be given written notice of the deficiencies prior to removal. If no improvement is made within a reasonable amount of time, the unit member will be given notice by May 15 or at the conclusion of the season of sport effective for the following school year or season. It is understood that any written material or documents related to the removal of a unit member from an extra-service pay position shall not be placed in the unit member's district personnel file

but may be placed in the local site folder. This does not prohibit the documentation of serious offenses involving moral turpitude to be included in the personnel file.

17.2.4.2 In the administration of this procedure, the parties agree that some actions of unit members may be so severe as to require stringent action without strict adherence to the steps outlined above. It is further agreed that the District shall not be obligated to follow the principle of just cause in the removal of unit members from extra-service pay positions.

17.3 Complaints Against Unit Members

17.3.1 If in the opinion of the site administrator or designee, a serious complaint has been lodged against an individual teacher by an employee or non- employee, the teacher shall be notified within a reasonable period of time and, when practicable, before any students are questioned. Complaints not reported to the teacher within a reasonable period of time shall not be utilized in any evaluation or subsequent disciplinary action.

17.3.2 When practicable, if the complainant wishes to pursue the matter further, the principal will convene a conference between the teacher, the person making the complaint, and the principal or designee for the purpose of resolving the complaint.

17.3.3 Complaints that are not resolved at the school level should be directed to the District Superintendent or Designee.

17.3.4 If after the District Superintendent, or Designee, has responded to the complaint, the complainant is still not satisfied with the answer, further complaint may be made in writing to the Board of Trustees for its potential investigation and necessary action. Such complaints may be discussed in closed session.

ARTICLE 18: SUMMER PROGRAMS

Summer Programs include, but are not limited to, seat-based courses, APEX, online or E-Learning courses, Extended School Year (special education), Summer Language Academy, and International Short Stay.

18.1 Summer Program Selection Procedures

18.1.1 Summer program positions and requirements shall be announced at the earliest time feasible prior to the commencement of the term. ASTA unit members shall be eligible to apply for summer program positions only if they have a current "meets standards" or "satisfactory" evaluation. Such announcements shall be in the form of notices sent to all certificated personnel. Eligible ASTA bargaining unit applicants shall be given an interview.

18.1.2 Written notice of initial summer program assignment shall be given at the earliest time feasible prior to the commencement of the term. Employment may be terminated anytime the class size drops below an enrollment figure established by the District. Unit members who are offered employment shall be guaranteed a minimum of ten (10) hours pay.

18.1.3 Application procedures for summer program teaching positions will be announced each year. Unit members will be recommended for summer program employment by the summer program principals, and approved by the Director, Human Resources, who will send a written offer of employment, including training and other requirements, to the unit member. The unit member who is offered summer program employment shall sign and return the offer within five (5) days of notification or be deemed to have declined the offer. Preference shall be given to personnel who during the regular school year are ASTA bargaining unit members in the Anaheim Union High School District, hold an appropriate teaching credential, are permanent teachers, probationary or temporary teachers who have been offered and accepted employment for the next school year and are currently teaching or have taught in the subject area in the past at any level. ASTA bargaining unit members shall be hired prior to non-AUHSD applicants, except that the District shall have the right to hire up to 10% non-AUHSD applicants for summer program positions. A bargaining unit applicant who is not selected to teach in a summer program may be provided a written rationale upon request.

18.1.3.1 The District will provide the Association with a listing of all applicants and all hires for summer programs and in addition, will provide copies of all application forms specifically requested by the Association within two (2) days of the Association's request.

18.1.3.2 The District will make all reasonable efforts to ensure that equipment is safeguarded in all summer program lab and/or shop classes when

the teacher in the classroom during the regular year is not teaching summer program.

18.2 Working Hours

Unit members must be on duty at least fifteen (15) minutes before the beginning of the class day and remain on duty until the close of the student's regular school day. Each unit member shall receive a daily break of ten (10) minutes between the first period and the second period if the unit member is assigned to teach both periods. Such time shall be compensated at the unit member's hourly rate of pay.

Attendance at any required summer program meetings held outside regular school hours will be paid at the Hourly Rate of pay.

The Superintendent or his/her designee shall meet with the ASTA President no later than March 1 of each school year to discuss the summer program schedule.

18.3 Cancelled Class Procedures

Teachers whose classes are canceled due to insufficient enrollment shall be entitled to fill any vacant summer program positions for which they are certified at other summer program sites, before such positions are offered to other personnel.

18.4 Evaluation Procedures

Any summer program teacher who is regularly employed by the District shall not be subject to evaluation during the summer program.

Any other employee may be evaluated at the principal's discretion.

18.5 Wages and Benefits

18.5.1 Hourly Rate

Summer program teachers will be paid an hourly wage determined by the current Hourly Rate of pay.

18.5.2 Summer program teachers will not be accorded health and welfare benefits as an incident of summer program employment.

18.6 Sick Leave, Personal Illness and Injury

18.6.1 Annual Sick Leave and Accumulation

Members of the bargaining unit shall be entitled to sick leave credit equivalent to the total daily hours for the summer program worked. The summer program must be a minimum of 19 days and the employee must work at least 75% of the summer

program work days to qualify for the sick leave credit. Summer program unused sick leave and regular contract sick leave shall be accumulated from year to year. If a unit member has used his/her sick leave earned during the summer program, and requires additional sick leave, such sick leave shall be deducted from the unit member's regular accumulated sick leave or the unit member shall take short term leave without pay. (Article 8, section 8.12)

To be eligible for sick leave absence with pay, the unit member shall be in a paid status and scheduled for work on the days(s) of absence.

If a unit member resigns, retires, or is terminated and has used more sick leave than was earned, the amount used but not earned shall be deducted from the final warrant of the unit member.

18.6.2 Procedures for Taking Sick Leave

Members of the bargaining unit must notify the principals of the absence as soon as the necessity to be absent becomes known to the unit member but in no instance later than 6:30 a.m. of the day of the absence.

A unit member returning from absence must contact the school or site by 12:00 noon of the day preceding the day of intended return. If s/he is unable to make a determination before 12:00 noon, the District must be notified not later than 6:30 a.m. the following day. In the event that the District has not been notified of the unit member's intention to return, and accordingly has employed a substitute teacher for the day, the District may require the returning unit member to be charged with one (1) additional day of absence.

18.7 Release Time

18.7.1 Release Time - Grievance Processing

Unit members, not to exceed a maximum of the grievant, the grievant's representative and two (2) witnesses, shall be released from assigned responsibility without loss of compensation when participating in grievance meetings held during the school day.

18.7.2 Release Time - Association Business

Upon twenty-four (24) hours prior notice of the District and authorization by the President of the Association, the Association shall be provided a maximum of three (3) days each school year of released time for the purpose of conducting Association business. These days shall be taken in minimum increments of one (1) full day. Payment for the substitute(s) replacing the absent unit member(s) shall be reimbursed to the District Business Office by the Association within thirty (30) days.

ARTICLE 19: FACULTY ADVISORY COUNCIL

19.1 Yearly Election

Each school site shall hold a yearly election conducted by the Association Site Representative and the Principal during the first quarter of each school year to determine if they wish to establish a Faculty Advisory Council. A two-thirds (2/3) vote of the teaching staff is required to establish the Council.

19.2 Participants

The Faculty Advisory Council shall be composed of a minimum of three (3) to a maximum of five (5) teachers elected by the majority of the teachers at the site.

19.3 Meetings

The Council shall meet on a regular basis and act as an advisory panel to the site administration on issues including, but not limited to, master schedule, school discipline, attendance policies, and local site budget.

ARTICLE 20: PROFESSIONAL DEVELOPMENT/PROFESSIONAL LEARNING

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that an effective professional learning plan considers the complexities of teaching and student learning, while focusing on continuous improvement of the teaching practice. Administrators and teachers shall work together to build a collaborative and trusting environment in which both parties are valued equally to achieve that goal. Unit members at each site shall be afforded the opportunity to actively participate in the planning of professional development activities throughout the school year. Administrators and teachers shall utilize a variety of site-based shared decision making structures, including Site Leadership Teams and Professional Learning Communities, to ensure the needs of unit members, the departments, and the site are met.

ARTICLE 21: AUHSD INDUCTION AND MENTORSHIP PROGRAM

In the implementation of the AUHSD Induction and Mentorship Program, the District and the Association agree to abide by Education Code Article 4.5, Section 44279.1 and regulations promulgated by the State Department of Education.

21.1 Purpose

21.1.1 Provide an effective transition into the teaching career for the first year and second year teachers in California who seek to clear their preliminary credentials.

21.1.2 Improve the educational performance of pupils through improved training, information and assistance to new teachers.

21.1.3 Enable beginning teachers to be effective in teaching pupils who are culturally, linguistically, and academically diverse.

21.1.4 Ensure the professional success and retention of new teachers.

21.1.5 Ensure that a Induction/Mentor Coach provides intensive individualized support and assistance to each Induction Candidate.

21.1.6 Improve the rigor and consistency of individual teacher performance assessments and the usefulness of assessment results to teachers and decision-makers.

21.1.7 Establish an effective, coherent system of performance assessments that are based on the adopted California Standards for the Teaching Profession.

21.1.8 Examine alternative ways in which the general public and the educational profession may be assured that new teachers who remain in teaching have attained acceptable levels of professional competence.

21.1.9 Ensure that an individual induction plan is in place for each Induction Candidate and is based on an ongoing assessment of the development of the beginning teacher.

21.1.10 Ensure continuous program improvement through ongoing research, development and evaluation.

21.2 Induction Candidates

Participating in the Induction program shall be required for eligible teachers.

21.2.1 Criteria To Be Met By Induction Candidate Teachers

21.2.1.1 State eligible (meet requirements of first or second year with preliminary or clear credential).

21.2.1.2 Recommended and approved for participating by the District.

21.2.2 Example of Induction Candidate Teacher Activities

21.2.2.1 Demonstrate an understanding of the professional induction process through active engagement in the Induction program.

21.2.2.2 Create and implement and Individual Induction Plan (IIP) together with the Induction/Mentor Coach.

21.2.2.3 Develop a teaching portfolio that provides a basis for continued examination of professional practice and growth.

21.2.2.4 Participate in the support and training activities including orientations, multicultural training, peer support seminars, discussion groups and demonstration lessons.

21.2.2.5 Participate in the assessment process and use of the results to chart professional development through further support and training activities, subject to District approval.

21.2.2.6 Participate in the program evaluation process and provide feedback to the District's administrator overseeing professional learning.

21.3 Induction/Mentor Coach Selection

21.3.1 Criteria To Be Met For Induction/Mentor Coach Nomination and Assessment

21.3.1.1 Be a credentialed classroom teacher in the ASTA bargaining unit with permanent status providing direct classroom instruction at least 50% of the school day.

21.3.1.2 Have five (5) years classroom experience.

21.3.1.3 Have demonstrated exemplary teaching ability, as indicated by, among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of students in different context.

21.3.1.4 No more than 15% of the Induction/Mentor Coaches can be excluded from the 50% direct classroom instruction agreement.

21.3.2 The following criteria will be considered:

21.3.2.1 Demonstrates knowledge and commitment to subject matter.

21.3.2.1.1 Subject matter expertise

21.3.2.1.2 Ability to convey enthusiasm for the subject to students.

21.3.2.1.3 Uses a wide variety of teaching strategies.

21.3.2.2 Demonstrates belief in student ability to succeed.

21.3.2.2.1 Commitment to setting high expectations for students.

21.3.2.2.2 Competence to teach at various student ability levels.

21.3.2.2.3 Willingness to give special attention to students requiring assistance.

21.3.2.2.4 Success in fostering excellent student performance.

21.3.2.3 Gives evidence of professional stature.

21.3.2.3.1 Leadership, e.g., in organizing projects on his/her own initiative.

21.3.2.3.2 Recognition by those in the same profession.

21.3.2.3.3 Respect of his/ her colleagues.

21.3.2.3.4 Teaching skills for working with students from different racial, linguistic and cultural backgrounds.

21.3.3 Examples of Induction/Mentor Coach Activities

21.3.3.1 Provide assistance and guidance to new teachers.

21.3.3.2 Provide staff development for teachers.

21.3.3.3 Develop curriculum.

21.3.3.4 Establish a forum allowing for the exchange of new ideas and materials.

21.3.3.5 Assist teachers with classroom management/organization/discipline skills.

21.3.3.6 Participate in a program of professional growth designed to improve mentor skills.

21.4 Induction and Teacher Support Network/Mentor Coach Selection Committee

The Committee shall consist of the President of the Anaheim Secondary Teachers Association, one Induction Mentor Coach and the District's administrator overseeing professional learning.

Rights and Responsibilities of the Selection Committee:

21.4.1 The Selection Committee shall seek applications for the Induction program from the body of eligible classroom teachers.

21.4.2 For each classroom teacher recommended, the Selection Committee shall specify a term of Induction/Mentor Coach service of two (2) years. Induction/Mentor Coaches may request reappointment through the Selection Committee until the six (6) year maximum is reached. The Selection Committee will consider the recommendation from the District's administrator overseeing professional learning.

21.4.3 Material contained in the applicant's personnel file, including letters of recommendation and evaluations shall not be made available to or used by the Selection Committee unless expressly authorized in writing by the applicant.

21.4.4 The Selection Committee will review Induction/Mentor Coach applications and may conduct classroom observations of the candidates.

21.4.5 The Selection Committee will select candidates for Induction/Mentor Coach by a majority vote of the Committee.

21.4.6 The process will include reviewing applications and references, and conducting personal interviews. The Selection Committee will recommend Induction/Mentor Coach candidates and a list of alternates.

21.5 Induction/Mentor Coach Rights and Responsibilities

21.5.1 Induction/Mentor Coaches may be released from classroom duties. Release time may be for workshops, inservice activities, observations, and other related duties.

21.5.2 Induction/Mentor Coaches are not to perform any administrative duties or participate in the summative evaluation of other teachers.

21.5.3 Induction/Mentor Coaches are not exempt from normal, routine teacher duties at their site.

21.5.4 Induction/Mentor Coaches must adhere to the Mentor Responsibilities as outlined in the AUHSD Induction Handbook.

21.6 Evaluation of the Induction/Mentor Coach

Evaluation of the Induction/Mentor Coach classroom duties shall be in accordance with District policy, practice and the certificated bargaining agreement.

21.6.1 General Provisions

21.6.1.1 If for any reason an Induction/Mentor Coach is unable to complete the designated term, the District's administrator overseeing professional learning may recommend a replacement from committee recommended alternates and the respective stipend shall be prorated.

21.6.1.2 Following a term of service, an Induction/Mentor Coach must wait one (1) year to reapply unless there are no trained Induction/Mentor Coaches available.

21.7 Board Action

21.7.1 The District Governing Board may meet in Closed Session to consider the appointment of any nominees to be an Induction/Mentor Coach in the same manner that it may consider the appointment or employment of other employees.

21.7.2 Final designation of any person as an Induction/Mentor Coach shall be by action of the Governing Board of the school district from persons nominated. The Governing Board may reject any nomination.

21.8 Induction Mentor/Teacher Pay

An Induction/Mentor Teacher shall receive the stipend listed in Appendix C (4.10% of Column II Step 1).

ARTICLE 22: TEACHER SUPPORT NETWORK (TSN)

The Association and the District are continuously striving to provide the highest possible quality of education. In order for students to succeed in learning, teachers must succeed in teaching. Therefore, the parties agree to cooperate in the design and implementation of programs to improve the quality of instruction through expanded and improved professional development and peer assistance. Teachers who are referred or volunteer for the program are viewed as valuable professionals who deserve to have the best resources available provided to them in the interest of improving performance to a successful standard. The relationship between the TSN/Mentor Coach and the TSN Participating Teacher is non-evaluative. Assistance Plans, Observations, Progress and other Reports created by the TSN/Mentor Coach shall not be utilized in the Evaluation Process.

22.1 Joint Committee

The Joint Committee shall consist of seven (7) members, the majority of whom shall be certificated classroom teachers who are chosen to serve by the Association. The District shall choose the administrators of the Joint Committee.

The Joint Committee shall establish its own meeting schedule. To meet, two-thirds of the members of the Joint Committee must be present. Such meetings may take place during the regular teacher workday. Teachers who are members of the Joint Committee shall be released from their regular duties to attend meetings during the workday, without loss of pay or benefits. In addition, the teacher members of the Joint Committee shall receive the stipend listed in Appendix C (4.10% of Column II, Step 1 per year).

The Joint Committee shall be responsible for the following:

22.1.1 Providing annual training for the Joint Committee members.

22.1.2 Selecting trainers and/or training providers for professional learning.

22.1.3 Providing training for TSN/Mentor Coaches prior to the Mentor Teachers' participation in the program.

22.1.4 Notifying participation in the TSN program by written notification to the Referred TSN Participating Teacher, the TSN/Mentor Coach and the site Principal.

22.1.5 Adopting Rules and Procedures for effectuating the provisions of this Article. Said Rules and Procedures will be consistent with the provisions of the Agreement, and to the extent that there is an inconsistency, the Agreement will prevail.

22.1.6 Distributing, annually, a copy of the adopted Rules and Procedures to all bargaining unit members and administrators.

22.1.7 Establishing a procedure for application as a TSN/Mentor Coach.

22.1.8 Determining the number of TSN/Mentor Coaches in any school year, based upon participation in the Teacher Support Network, the available budget and other relevant considerations.

22.1.9 Reviewing the report prepared by the TSN/Mentor Coach and making recommendations to the Governing Board regarding the Referred TSN Participating Teacher's progress in the Teacher Support Network.

22.1.10 Evaluating, annually, the impact of the Teacher Support Network program in order to improve the program.

22.2 Confidentiality

All proceedings and materials related to evaluations, reports and other personnel matters shall be strictly confidential. Therefore, Joint Committee members and TSN/Mentor Coaches may disclose such information only as necessary to administer this Article.

22.3 Hold Harmless

This District agrees to indemnify and hold harmless and provide a defense to any Association-selected member of the Joint Committee against any claims, causes of action, damages, grievances, administrative proceedings or any other litigation arising from the unit member's participation in the Teacher Support Network. The Association retains the right to participate in the litigation. The District will pay legal costs and fees in such actions.

22.4 TSN Participating Teachers

22.4.1 A Referred TSN Participating Teacher is an experienced teacher with permanent status who receives assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/ or related aspects of his or her teaching performance as a result of an unsatisfactory final evaluation.

22.4.2 A Referred TSN Participating Teacher will be assigned to a TSN/Mentor Coach from a pool of Mentor Coaches. The Referred TSN Participating Teacher may petition the Joint Committee for a different Mentor Coach. It will be the purview of the Joint Committee to grant or deny such requests.

22.4.3 The Referred TSN Participating Teacher has the right to be represented at any Joint Committee meeting or any meeting with administrators throughout these procedures by the Association representative of his or her choice.

22.4.4 A Volunteer TSN Participating Teacher is an experienced teacher with permanent status who volunteers to receive assistance to improve his or her instructional skills, classroom management, knowledge of subject, and/or related aspects of his or her teaching performance. The Volunteer TSN Participating Teacher may elect

to exit the program at the end of the semester. All materials and documents related to the peer assistance shall be strictly confidential.

Therefore, such materials and documents shall not be placed in the unit member's personnel file and shall not be distributed to anyone except the TSN/Mentor Coach and Volunteer TSN Participating Teacher.

22.4.5 The Joint Committee shall have the right to extend the period of participation for a Referred TSN Participating Teacher for a period of up to one (1) additional year.

22.5 TSN/Mentor Coaches

22.5.1 A TSN/Mentor Coach is a teacher who provides assistance to a TSN Participating Teacher pursuant to the Teacher Support Network. The qualifications for the TSN/Mentor Coach shall be set forth in the Rules and Procedures, provided that the following shall constitute minimum qualifications:

22.5.1.1 A credentialed classroom teacher working at least 50% of the time in direct student instruction with permanent status.

22.5.1.2 At least five (5) years of teaching experience.

22.5.1.3 Shall demonstrate exemplary teaching ability, as indicated by among other things, effective communication skills, subject matter knowledge, and mastery of a range of teaching strategies necessary to meet the needs of pupils in different contexts.

22.5.2 In filling a position of TSN/Mentor Coach, each applicant is required to submit three (3) references from individuals with specific knowledge of his or her expertise as follows:

22.5.2.1 A reference from a site administrator or immediate supervisor.

22.5.2.2 A reference from an Association representative.

22.5.2.3 A reference from another classroom teacher.

All applications and references shall be treated with confidentiality.

22.5.3 TSN/Mentor Coaches shall be selected by the Induction and Teacher Support Network/Mentor Coaches Selection Committee (see Article 21.6).

22.5.4 The term of the TSN/Mentor Coach shall be two (2) years with an option to apply for a-second term. A teacher may not serve in the position for more than two (2) consecutive terms.

22.5.5 TSN/Mentor Coaches shall be assigned no more than two (2) mentees. Any additional mentees must be approved by the Joint Committee.

22.5.6 Functions performed pursuant to this Article by bargaining unit employees shall not constitute either management or supervisory functions. The TSN/Mentor Coach shall be entitled to all rights of bargaining unit members. In addition to the regular salary, a TSN/Mentor Coach shall receive the stipend listed in Appendix C (4.10% of Column II, Step 1). Stipend shall be prorated and paid per semester per Participating Teacher.

22.6 Procedure

The number of TSN Participating Teachers assigned to each TSN/Mentor Coach shall be determined by the District's administrator overseeing professional learning in consultation with the Joint Committee. TSN/Mentor Coaches shall assist TSN Participating Teachers by demonstrating, observing, coaching, conferencing, referring or by other activities, which, in their professional judgment, will assist the TSN Participating Teacher.

22.7 Performance Goals

The TSN/Mentor Coach and the Site Administrator shall meet with the Referred TSN Participating Teacher to discuss the Teacher Support Network Program, and to establish mutually agreed upon performance goals.

22.8 Assistance Plan

The TSN/Mentor Coach and the Referred TSN Participating Teacher shall develop the assistance plan and develop a process for determining successful completion of the Teacher Support Network.

22.9 Observations

The TSN/Mentor Coach may conduct multiple observations of the TSN Participating Teacher during classroom instruction, and shall have both pre-observation and post-observation conferences. Release time shall be provided for both the TSN/Mentor Coach and Participating Teacher.

22.10 Progress

The TSN/Mentor Coach shall monitor the progress of the Referred TSN Participating Teacher and shall submit to and discuss with the Referred TSN Participating Teacher periodic written reports.

22.11 Reporting

TSN/Mentor Coaches shall report their activities on a regular basis to the Joint Committee regarding all participating teachers referred by Human Resources.

22.12 Limitations

The TSN/Mentor Coach shall continue to provide assistance not to exceed one (1) school year to the Referred TSN Participating Teacher until he or she concludes that the teaching performance of the TSN Participating Teacher is satisfactory, or that further assistance will not be productive. The Joint Committee may authorize additional assistance beyond the one year period. A copy of the TSN/Mentor Coach's log shall be submitted to and discussed with the Referred TSN Participating Teacher to receive his or her signature before it is submitted to the Joint Committee. The Referred TSN Participating Teacher's signing of the report does not necessarily mean agreement, but rather that he or she has received a copy of the report.

The TSN/Mentor Coach shall submit a final report to the Joint Committee. The Referred TSN Participating Teacher shall have the right to submit a written response, within twenty (20) days, and have it attached to the final report. The Referred TSN Participating Teacher shall also have the right to request a meeting with the Joint Committee, and to be represented at this meeting by the Association representative of his or her choice.

22.13 Results

The results of the Referred TSN Participating Teachers participation in the Teacher Support Network shall be made available for placement in his or her personnel file, and may be used in the evaluation of the Referred TSN Participating Teacher.

22.14 Unresolved Issues

Any unresolved issues shall be referred to the Joint Committee for final resolution.

ARTICLE 23: EXPIRED MEMORANDA OF UNDERSTANDING

An expired memorandum of understanding will be moved to Appendix AA to be maintained for historical purposes, unless the District and Association mutually agree to extend its term.

ARTICLE 24: DURATION

This Agreement shall remain in full force and effect through the first teacher work day of the 2025-2026 school year and shall continue in effect day-to-day until such time as a new or modified agreement is ratified by both parties.

For school year 2023-2024 and 2024-2025, Article 14, Wages and Items Related to Wages, and Article 15, Health and Welfare Benefits, shall be open for negotiations. For school year 2023-2024, Article 21, Beginning Teachers Support and Assessment Program, and Article 22, Peer Assistance and Review shall also be open for negotiations.

In addition to the articles referenced above, the Association and the District shall each have the option of opening two (2) other articles of their choosing in 2023-2024 and 2024-2025. These articles shall be the only subjects of negotiations unless additional articles are opened by mutual consent.

ANAHEIM UNION HIGH SCHOOL DISTRICT

By: Michael Matsuda (Dec 30, 2022 14:32 PST)
Michael B. Matsuda
Superintendent

ANAHEIM SECONDARY TEACHERS ASSOCIATION

By: Grant Schuster (Dec 30, 2022 14:02 PST)
Grant Schuster
President

ANAHEIM UNION HIGH SCHOOL DISTRICT

2024/2025 TEACHERS' SALARY SCHEDULE

		BA + 30	BA + 45 or MA	BA + 60 & MA or Doctorate
STEPS	**I**	**II**	**III**	**IV**
01	$63,781	$68,799	$74,649	$81,331
02	$67,643	$72,653	$78,504	$85,185
03	$71,493	$76,514	$82,356	$89,050
04	$75,354	$80,362	$86,215	$92,908
05	$79,214	$84,226	$90,074	$96,762
06	$83,074	$88,084	$93,934	$100,617
07	$86,933	$91,940	$97,793	$104,480
08	$90,790	$95,802	$101,646	$108,344
09	$94,655	$99,657	$105,508	$112,203
10	$98,505	$103,523	$109,375	$116,062
11	$102,372	$107,393	$113,231	$119,917
LONGEVITY (Steps 16-26 are longevity steps for years of credentialed teaching in AUHSD) See Article 14.3.5				
16	$108,141	$113,161	$118,999	$125,685
21	$113,908	$118,928	$124,767	$131,453
26	$122,420	$127,440	$133,278	$139,964

Doctorate: $2,814

National Board Certification: $2,814

Hourly Rate of Pay: $55.04 (effective 6/1/25)

Summer Stipends: See Article 14.9

Initial Salary Placement: See Article 14.3.2

Years Experience	Placement
1	2
2	3
3	4
4	5
5	6
6 or more	7

Board of Trustees
Approved: February 13,2025
Effective: July 1, 2024

ANAHEIM UNION HIGH SCHOOL DISTRICT
EXTRA SERVICE PAY SCHEDULE
2024-25
SENIOR HIGH SCHOOL
TEACHERS

Percentages below shall be equal to Column II, Step 1 of the 2024-2025 Teachers Salary Schedule

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

POSITION	PAY	PERCENTAGE
Jazz Band	$1,906	2.77
Accompanist	$2,043	2.97
Academic Decathlon (1 per school)	$3,089	4.49
Kiwanis Bowl (1 per school)	$3,089	4.49
Mock Trial (1 per school)	$3,089	4.49
CTSO	$3,089	4.49
Journalism	$3,502	5.09
Photo Advisor	$3,502	5.09
Yearbook	$3,949	5.74
Assistant Band Director	$3,949	5.74
Assistant Dance	$3,949	5.74
Link Crew Advisor	$3,949	5.74
Speech	$4,162	6.05
Debate	$4,162	6.05
Vocal	$4,616	6.71
Speech Debate	$4,616	6.71
Dance	$4,616	6.71
Drama	$4,616	6.71
Band	$6,763	9.83
Drill Team	$6,763	9.83
Colorguard (1 person)	$6,763	9.83
e-sports Advisor/Coach	$6,763	9.83

Percentages below shall be equal to Column II, Step 1 of the 2024-2025 Teachers Salary Schedule

2. **ATHLETICS** - To be paid at the end of the season in one payment.

SPORT	POSITION	PAY	PERCENTAGE
Football	Head Varsity	$6,763	9.83
	Assistant Varsity	$4,438	6.45
	Junior Varsity	$4,162	6.05
	Sophomore	$4,162	6.05
	Freshman	$4,162	6.05
	Assistant Fr/Soph	$4,162	6.05
Flag Football	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Cross Country	Head Varsity Men & Women	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Volleyball	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Song and Cheer	Varsity Song/Cheer (1 person)	$6,763	9.83
	Varsity Songleader	$5,215	7.58
	Varsity Cheerleader	$5,215	7.58
Tennis	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Water Polo	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Basketball	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Soccer	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

ATHLETICS, continued

SPORT	POSITION	PAY	PERCENTAGE
Wrestling	Head Varsity & JV	$5,745	8.35
	Head Varsity Men & Women	$5,745	8.35
	Head Varsity Men	$5,215	7.58
	Head Varsity Women	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Softball	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Baseball	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Badminton	Head Varsity & JV	$5,745	8.35
	Head Varsity	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Golf	Head Varsity	$5,215	7.58
Swimming	Head Varsity & JV	$5,745	8.35
	Head Varsity Men & Women	$5,745	8.35
	Head Varsity Men	$5,215	7.58
	Head Varsity Women	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Track	Head Varsity & JV	$5,745	8.35
	Head Varsity Men & Women	$5,745	8.35
	Head Varsity Men	$5,215	7.58
	Head Varsity Women	$5,215	7.58
	Assistant or Lower Level	$4,162	6.05
Trainers	District/Site Certified Athletic Trainer - Fall	$5,215	7.58
	District/Site Certified Athletic Trainer - Winter	$5,215	7.58
	District/Site Certified Athletic Trainer - Spring	$5,215	7.58
	Trainer - Fall	$2,353	3.42
	Trainer - Winter	$2,353	3.42
	Trainer - Spring	$2,353	3.42
	Assistant Trainer - Fall	$1,541	2.24

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

ATHLETICS, continued

SPORT	POSITION	PAY	PERCENTAGE
Trainers	Assistant Trainer - Winter	$1,541	2.24
	Assistant Trainer - Spring	$1,541	2.24

3. CIF PLAYOFFS

Pay per week as follows:

- 10% for team and individual sports coaches
- 10% for trainers in team sports

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

- 5% for band, drill, song and cheer
- 3% for one (1) Girls and (1) Boys Athletic Director

Team Sports (10 or more participants - 2 coaches)

- Baseball
- Badminton
- Basketball
- Cross Country
- Football (allowed 4 coaches and 2 trainers)
- Golf
- Soccer
- Softball
- Swimming
- Tennis
- Volleyball
- Water Polo
- Wrestling

Individual Sports (Less than 10 participants - 1 coach)

- Badminton
- Cross Country
- Golf
- Swimming
- Tennis
- Track
- Wrestling

Extra Service Pay shall be paid at senior high school rates for 9th through 12th grade duties and at junior high school rates for 7th and 8th grade duties. If the activity/sport includes students from both the junior high and senior high level, Extra Service Pay shall be paid at the senior high school rate.

Unit members who egregiously fail to perform extra service pay assignment duties will not be paid extra service pay. Unit members who have abandoned the extra service pay assignment will be removed from the position.

ANAHEIM UNION HIGH SCHOOL DISTRICT
LEADERSHIP POSITIONS
2024-25
SENIOR HIGH SCHOOL
TEACHERS

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

EFFECTIVE JULY 1, 2024		
POSITION	**PAY**	**PERCENTAGE**
Department Chair: 1 - 5 classes	$2,594	3.77
Department Chair: 6 - 20 classes	$3,715	5.40
Department Chair: 21 - 50 classes	$4,747	6.90
Department Chair: 51 - 70 classes	$4,947	7.19
Department Chair: 71-100 classes	$5,359	7.79
Department Chair: 101 classes or over	$5,772	8.39
Activities Director	$9,453	13.74
Assistant Activities Director	$3,206	4.66
District Athletic Director	$9,453	13.74
Athletic Director (Girls Program)	$9,453	13.74
Athletic Director (Boys Program)	$9,453	13.74

The following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

POSITION	**PAY**	**PERCENTAGE**
Joint Committee Member	$2,821	4.10 %
Teacher Support Network/ Mentor Coach (stipend is per participating teacher)*	$2,821	4.10 %
Induction / Mentor Coach (stipend is per participating teacher)	$2,821	4.10 %

*Denotes that stipend shall be prorated and paid per semester per participating teacher.

ANAHEIM UNION HIGH SCHOOL DISTRICT
EXTRA SERVICE PAY SCHEDULE
2024-25
JUNIOR HIGH SCHOOL
TEACHERS

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

1. **ACTIVITIES** - To be paid in two equal semester payments, unless activity specifies it is an amount for one semester only.

POSITION	**PAY**	**PERCENTAGE**
Journalism	$1,555	2.26
Accompanist	$1,555	2.26
Jazz Band	$1,906	2.77
Pentathlon	$2,043	2.97
Pep Club or Dance	$2,766	4.02
Vocal Music	$2,766	4.02
Drama	$2,766	4.02
Yearbook	$2,766	4.02
Speech and Debate	$2,766	4.02
Band	$3,949	5.74
e-sports Advisor/Coach	$3,949	5.74

2. ATHLETICS/ACTIVITIES - To be paid at the end of the assignment.

POSITION	PAY	PERCENTAGE
Assistant Intramural Sports Coach	$2,284	3.32
Intramural Sports Coach	$3,089	4.49
After School Program Activities Facilitator	$3,089	4.49

ANAHEIM UNION HIGH SCHOOL DISTRICT
LEADERSHIP POSITIONS
2024-25
JUNIOR HIGH SCHOOL
TEACHERS

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

To be paid monthly with contract pay. Duties assigned are within the scope of the school day.

EFFECTIVE JULY 1, 2024		
POSITION	**PAY**	**PERCENTAGE***
Department Chair: 1 - 5 classes	$2,594	3.77
Department Chair: 6 - 20 classes	$3,715	5.40
Department Chair: 21 - 50 classes	$4,747	6.90
Department Chair: 51 - 70 classes	$4,947	7.19
Department Chair: 71-100 classes	$5,359	7.79
Department Chair: 101 classes or over	$5,772	8.39
Activities Director	$4,616	6.71
District Intramural Sports Director	$4,616	6.71
Intramural Sports Director	$4,616	6.71

The following positions are part of negotiations and are defined in Articles 12, 21 and 22 of the ASTA Agreement.

POSITION	**PAY**	**PERCENTAGE**
Joint Committee Member	$2,821	4.10 %
Teacher Support Network/ Mentor Coach (stipend is per participating teacher)*	$2,821	4.10 %
Induction / Mentor Coach (stipend is per participating teacher)	$2,821	4.10 %

*Denotes that stipend shall be prorated and paid per semester per participating teacher.

ANAHEIM UNION HIGH SCHOOL DISTRICT
PROFESSIONAL STIPENDS
2024-25
TEACHERS

Percentages below shall be equal to Column II, Step 1 of the 2024-25 Teachers Salary Schedule

EFFECTIVE JULY 1, 2024		
POSITION	**PAY**	**PERCENTAGE***
Doctorate	$2,814	4.09
National Board Certification	$2,814	4.09
BCLAD	$2,814	4.09
Course Preparation Stipend (BCLAD)	$1,410	2.05
Speech Language Pathologist	$3,523	5.12
CA Speech Pathology License	$1,410	2.05
Certificated of Clinical Competence	$1,410	2.05
Speech Language Pathologist (Sum)	$6,343	N/A
Full Time Curriculum Specialist	$5,635	8.19
Part Time Curriculum Specialist	$2,814	4.09
Title I Specialist	$2,250	3.27
Nurse	$4,348	6.32

ANAHEIM UNION HIGH SCHOOL DISTRICT
SMARTFIND EXPRESS SUBSTITUTE SYSTEM

Classified & Certificated Employee Quick Reference

INTERNET ACCESS INSTRUCTIONS

System Phone Number: **(714) 999-3516**

Help Desk Phone Number: **(714) 999-3550**

Write your Access ID here: **64-0000-** ___ ___ ___ ___ **or** **64-000** ___ ___ ___ ___ ___ (no leading zeros)

Write your PIN here: _____

Web Browser URL: **https:anaheimuhsd.eschoolsolutions.com**

SIGN IN

Open your browser and access the SmartFind*Express* Sign In page. Enter your Access ID and PIN.

PIN REMINDER

The "Trouble Signing In" link supports users who want to log into the system, but have forgotten their PIN. When this link is selected, the system displays the PIN Reminder Request page. The user's Access ID and the security code being displayed must be entered on this page. **Note:** *You must be registered with the system and have a valid email address in your profile to use this option.*

PROFILE

Information

- Review profile status and address information.

Update Email

- Enter or change email address. An email address is necessary to utilize the PIN reminder function.

Change Password

- Enter your current PIN followed by a new PIN twice and click Save.

SELECT ROLE

- For multi-role employees, click on the desired icon to access another profile. No need to log out of the system and back in again!

TO CREATE AN ABSENCE

Choose the *Create an Absence* link

Important Note: Items in Bold are <u>required</u> to complete an Absence.

- **Select the Location**
- **Select the Classification**
  - Choose from the drop-down menu
- **Select the Reason for this absence from the drop-down menu.**
  NOTE: *If you select a reason that requires administrator approval, the system displays a notification that the selected reason requires approval. You can continue with the job create with this reason or choose another reason. You can also provide an Approval Comment.* SFE will proceed with arranging a substitute while awaiting administrator approval.
- **Indicate if a substitute is required for this absence**
  - Choose Yes or No
- **Select Start and End Dates for your absence**
  - Enter the dates with forward slashes (MM/DD/YYYY) or use the calendar icon
- **Select Start and End Times for your absence. Default times are listed**
  - To change defaults, enter time in HH:MM am or pm format
  - Ensure that the correct time is entered. If the times for the substitute are different than the absence times, please enter the adjusted times
- Multiple Day (Recurring) Absence.
  - Your default work schedule is shown. Remove the checkmark(s) from the Work Days boxes that do not apply to this absence
  - Modify daily schedule and/or times for absence and substitute
- ***FOR CERTIFICATED EMPLOYEES ONLY***: Request a particular substitute
  - Enter the substitute's access ID number or use the Search feature to find the substitute by name
    - Indicate if the requested substitute has accepted this job
      - Yes = substitute is prearranged and will not be called and offered the job
      - No = call will be placed and the substitute will be offered the job
    - Enter special instructions for the substitute to view
    - Add File Attachment(s) to the job record, if desired. Up to 3 files can be added. The attachments can be lesson plans, slides, images or other file types. Files cannot exceed the maximum per file size limit.
- **Select the Continue button**

COMPLETE! You **MUST receive a Job Number** for your absence to be recorded in the system and to receive a substitute.

ANAHEIM UNION HIGH SCHOOL DISTRICT
SMARTFIND EXPRESS SUBSTITUTE SYSTEM

Classified & Certificated Employee Quick Reference

INTERNET ACCESS INSTRUCTIONS

TO REVIEW/ CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

Choose the *Review Absences* link to review past, present and future absences or to cancel an absence.

Follow these steps

- Select the format for absence display: List or Calendar view.
- Search for Jobs: Enter specific date range (MM/DD/YYYY) or Calendar icon, or enter job number or leave blank to return all your absences
- Select the *Search* Button
- Select the *Job Number* link to view job details on future jobs

From the Job Details screen

- Special instructions can be updated on future jobs. Modify the special instructions and select the *Save* button
- To cancel your job, select the *Cancel Job* button
- If a substitute is assigned to your absence and you want the system to notify them of the job cancellation (by calling them), place a checkmark in the box prior to the question "Notify the Substitute of Cancellation?"
- Select *Return to List* button to return to the job listing

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SIGN OUT AND WEB BROWSER INFORMATION

At any time during the session, the *Sign Out* link can be selected to end the session and disconnect from SmartFind*Express*. Selecting the browser's back button or going to another site on the Internet does not disconnect the session from SmartFind*Express*.

To ensure security and privacy of information, use the *Sign Out* link to disconnect from SmartFind*Express,* and close the web browser when you finish with your session.

You can click the Help link to access Help Guides and How-to videos.

Important Note: *Do NOT use the browser's BACK button to navigate to screens.*
Navigation buttons are on the bottom of SmartFind*Express screens, such as the Return to List and Continue buttons.*

ANAHEIM UNION HIGH SCHOOL DISTRICT
SMARTFIND EXPRESS SUBSTITUTE SYSTEM

Classified & Certificated Employee Quick Reference

TELEPHONE ACCESS INSTRUCTIONS

System Phone Number: **(714) 999-3516**

Help Desk Phone Number: **(714) 999-3550**

Write your Access ID here: **64-0000-** ___ ___ ___ ___ **or 64-000** ___ ___ ___ ___ ___ (no leading zeros)

Write your PIN here: _____

Web Browser URL: **https:anaheimuhsd.eschoolsolutions.com**

THE SYSTEM CALLS SUBSTITUTES DURING THESE TIMES:

	Today's Jobs	Future Jobs
Weekdays	Starts at 5:00 am	6:00 - 10:00 pm
Saturday	None	None
Sunday	None	6:00 - 10:00 pm
Holidays	None	6:00 - 10:00 pm

REASONS FOR ABSENCE (listed in order of voice prompt):

1. PERSONAL ILLNESS
10. PERSONAL WITHOUT PAY
11. SUBPOENA
12. MILITARY LEAVE
13. SABBATICAL
14. *VACATION
15. VACANCY
16. FAMILY LEAVE
17. GROWTH
18. TRAGEDY LEAVE
19. CHILD/PRNT/SPOUSE
2. EXCUSED
20. ADMINISTRATIVE LEAVE
21. LTS-VACANCY
22. LTS-PERSONAL LEAVE
23. LTS-MILITARY LEAVE
24. UNION BUSINES
25. FURLOUGH DAY
3. NON-DUTY DAY
4. PERSONAL NECESSITY
7. WORKER'S COMP
8. BEREAVEMENT
9. JURY DUTY

Before any features are available, you must register with the system and create a PIN. The Access ID and PIN are used for all interactions with the system.

REGISTRATION

1. Enter your **Access ID** followed by the star (*) key.
2. Enter your **Access ID** again when it asks for your PIN followed by the star (*) key.
3. Record your name followed by the star (*) key.
4. Hear your work schedule. If this information is incorrect, complete the registration and then contact your Help Desk to correct.
5. You will be asked to select a new PIN. Enter a PIN at least six (6) digits in length followed by the star (*) key.

TELEPHONE ACCESS INSTRUCTIONS

1. Enter your **Access ID** followed by the star (*) key
2. Enter your **PIN** followed by the star (*) key

MENU OPTIONS

1 – Create an Absence
2 – Review, Cancel Absence or Modify Special Instructions
3 – Review Work Locations and Job Descriptions
4 – Change PIN, Re-record Name
9 – Exit and hang-up

TO CREATE AN ABSENCE

1. Enter dates for the absence
   PRESS 1 if the Absence is only for today
   PRESS 2 if the Absence is only for tomorrow
   PRESS 3 to Enter the dates and times for the absence
2. If you pressed 3 to Enter Dates and time
   Enter Start Date
   PRESS 1 to Accept the date offered
   PRESS 2 to Enter start date (MMDD)

Classified & Certificated Employee Quick Reference

TELEPHONE ACCESS INSTRUCTIONS

3. Enter the reason from above followed by the star (*) key or wait for a list of reasons

FOR ***CERTIFICATED*** EMPLOYEES:	FOR ***CLASSIFIED*** EMPLOYEES:
4. Record Special Instructions **PRESS 1** to Record special instructions. Press the star (*) key when done **PRESS 2** to Bypass this step	4. Complete Absence **PRESS 1** to Receive the job number ***Record the Job Number. The Job Number is your confirmation.***
5. Is a Substitute Required? **PRESS 1** if a substitute is required **PRESS 2** if a substitute is not required	
6. If you **pressed 1**, a substitute is required	
7. If you **pressed 1**, a substitute is required **PRESS 1** to Request a particular substitute Enter the substitute access ID, followed by the star (*) key **PRESS 1** to Accept requested substitute **PRESS 1** if the Substitute should be called **PRESS 2** if the Substitute has already agreed to work and does not need to be called **PRESS 2** to Bypass requesting a substitute	
8. Complete Absence **PRESS 1** to Receive the job number ***Record the Job Number. The Job Number is your confirmation.***	

TO REVIEW/CANCEL ABSENCE OR MODIFY SPECIAL INSTRUCTIONS

Hear the job information
PRESS 1 to Hear absence information again
PRESS 2 to Modify special instructions
PRESS 3 to Cancel the absence

If you **pressed 3** to Cancel the job
PRESS 1 to Confirm the cancellation request
If a substitute is assigned to the absence
PRESS 1 for the System to call the assigned substitute
PRESS 2 to Not have the system call the substitute
Once you confirm a request to cancel the job, you **MUST** wait for the system to say ***"Job Number has been cancelled."***

TO CHANGE PIN or RE-RECORD NAME

PRESS 1 to Change your PIN
PRESS 2 to Change the recording of your name

☐ **Tier OneAPPENDIX S**

MEMORANDUM OF UNDERSTANDING
BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND
ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

WORKDAY START TIME

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that when a site modifies the students' normal instructional day to an earlier start time with the purpose of using the accrued minutes to provide for staff development time, that bargaining unit members' work day start time will remain at the time that existed prior to the change in the students' start day.

For example, if the old bell schedule had the students starting at 8:00am, the teachers' workday began at 7:30am. If the new bell schedule has the students starting at 7:50am, then the teachers' workday still begins at 7:30am.

This agreement is dated: June 23, 2011

Russell Lee-Sung
Assistant Superintendent
Human Resources

Joanne Fawley
President
ASTA

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

INDEPENDENT LEARNING CENTER

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that the Independent Learning Center's program has unique staff needs. Therefore, the Independent Learning Center will be staffed through a process rather than a transfer.

The workday at the Independent Learning Center may consist of flexible hours into the early evening. Nights and weekends are excluded from the workday hours for bargaining unit members assigned to the independent Learning Center. The overall workday hours in a typical week will approximate those commonly found at the other sites.

If bargaining unit members are assigned to work in the summer, they will receive their per diem pay and benefits for the additional work year hours.

If a bargaining unit member at the Independent Learning Center is working without a conference period, section 14.8 of the contract applies.

Section 10.6 regarding the lunch period applies to bargaining unit members at the Independent Learning Center.

This agreement is dated: March 24, 2011

Russell Lee-Sung
Assistant Superintendent
Human Resources

Joanne Fawley
President
ASTA

GRIEVANCE FORM

ANAHEIM UNION HIGH SCHOOL DISTRICT – ASTA Bargaining Unit

Date:

Grievant(s):

School/Office:

(If additional space is needed at any point, please attach additional sheets.)

Specify contract article and section allegedly misinterpreted or improperly applied:

Statement of nature of grievance and summary of specific events which led up to the grievance:

Remedy requested:

Date _____ Grievant's Signature _____

Pre-Discussion (if any) Date: _____

STEP 1 PRINCIPAL/SUPERVISOR Date of Step 1: _____

____ Grievance Sustained ____ Grievance Conditionally Sustained ____ Grievance Denied ____ Grievance Denied in part

---

STEP 2 SUBMISSION TO ADMINISTRATIVE REPRESENTATIVE of the BOARD

(within 20 days from the date of the occurrence or when reasonably known)

Date of submission _____ Grievant's Signature _____

Date of Step 2 hearing _____ (within five days after the filing of the grievance)

____ Grievance Sustained ____ Grievance Conditionally Sustained ____ Grievance Denied ____ Grievance Denied in part

Date _____ (within five days after the Step 2 hearing)

Administrative Representative of the Board Signature_____

GRIEVANCE FORM

ANAHEIM UNION HIGH SCHOOL DISTRICT – ASTA Bargaining Unit

STEP 3 APPEAL TO THE SUPERINTENDENT

(within five days after the termination of Step 2)

Date of submission _____ Grievant's Signature _____

Statement of Reason for Appeal:

Date of Step 3 hearing _____ (within ten days after the receipt of the appeal)

____ Grievance Sustained ____ Grievance Conditionally Sustained ____ Grievance Denied ____ Grievance Denied in part

Date _____ (within five days after the Step 3 hearing)

Superintendent's Signature_____

Appeal to ARBITRATION

Date _____ Grievant's Signature _____

ARBITRATION

Date of submission to Arbitration_____ Date of hearing _____

____ Grievance Sustained ____ Grievance Conditionally Sustained ____ Grievance Denied ____ Grievance Denied in part

FINAL DISTRIBUTION: Copies to: Superintendent, Grievant, Respondent, ASTA
Revised 2-2012

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

INSTRUCTIONAL PERIODS AT TRADITIONAL AND SPECIALIZED SITES/PROGRAMS

The Anaheim Secondary Teachers Association (ASTA) and the Anaheim Union High School District (AUHSD) agree there are currently specialized programs and school sites that serve unique student needs such as Polaris (Independent Studies), Gilbert High School (Continuation), Hope School, Oxford Academy, Community Day School and the Independent Learning Center. It is also agreed there may be other innovative specialized programs that will serve students in the future. It is recognized that unique structures and schedules may be developed to accommodate the needs of these programs and may be different than traditional comprehensive high schools and junior high schools. When or if there are newly created specialized programs or changes to existing specialized programs, the District will meet and consult with ASTA.

Therefore it is agreed and clarified that:

- Traditional comprehensive high schools have a six (6) instructional period structure. (Zero period and 7th period are excluded.) Teachers in this setting are assigned to teach five (5) instructional periods with one (1) conference period.

- Traditional comprehensive junior high schools have a seven (7) instructional period structure. (Zero period and 8th period are excluded.) Teachers in this setting are assigned to teach six (6) instructional periods with one (1) conference period.

- Structures that increase or reduce the number of instructional periods at traditional comprehensive high schools and junior high schools will require an ASTA waiver or a negotiated agreement through contract language or MOU.

- Advisory, Homeroom, SSR, cluster or other non-instructional periods are not counted as instructional periods listed above.

It is further agreed that:

- Non-traditional/non-comprehensive schools that meet the specialized needs of students may have a structure with more or less instructional periods compared to the traditional comprehensive structure listed above.

- These non-traditional structures at non-traditional sites are not a violation of the contract and therefore do not require an ASTA waiver vote as long as other provisions of the contract are followed.

- Teachers in specialized sites will have a daily conference period unless a waiver vote or negotiated agreement is reached.

- If a staff member who is involuntarily transferred to or currently works at a specialized site with a non-traditional structure prefers to be assigned to a comprehensive school site, he/she may request a transfer. Requests are subject to availability and must be compliant with proper credential authorization. If no position is immediately available, the transfer request will be honored once a position is available but no particular school site or assignment can be guaranteed.

It is also agreed that:

- All other provisions of the ASTA/AUHSD contract apply to unit members at both the traditional comprehensive and specialized sites and programs unless otherwise specified in the contract.

- Article 14.8 applies only to unit members who teach an additional instructional period in lieu of their assigned conference period.

- If it becomes necessary to waive contract language the following must occur prior to an ASTA vote being held:

    - The Assistant Superintendent of Human Resources and ASTA President will agree in writing the exact contract language to be waived. This information will be shared with the unit members at the site and included on the voting ballot.

    - The District representative and ASTA representative will attend an informational meeting at the school site to clarify and discuss the potential impact of the contract language waiver.

This MOU agreement is effective June 12, 2013 and resolves any present or past dispute.

Russell Lee-Sung
Assistant Superintendent
Human Resources

Joanne Fawley
President
ASTA

MUTUAL AGREEMENT TO EXCEED
ARTICLE 11.9 AND 11.9.1
STUDENT LOAD MAXIMUMS

ANAHEIM UNION HIGH SCHOOL DISTRICT – ASTA Bargaining Unit

This form is to be used for exceeding the maximum student load for bargaining unit members outlined in Article 11.9 and 11.9.1 only.

School:

Teacher:

Department:

Course(s):

Applicable Period of the Agreement (Not to exceed the current school year):

Rationale for Exceeding the Maximum

Student Load

Current Student Load _____ Date _____

Agreed to Student Load _____ Effective Date _____

Agreement Signatories

Date _____ Unit Member's Signature _____

Date _____ Administrator's Signature _____

FINAL DISTRIBUTION: Copies to: AUHSD Human Resources, ASTA, Unit Member, Site Principal, 10-2017

MEMORANDUM OF UNDERSTANDING

Between the

Anaheim Union High School District (AUHSD)

and the

Anaheim Secondary Teachers Association (ASTA)

Dual Enrollment

The Anaheim union High School District (AUHSD) and the Anaheim Secondary Teachers Association (ASTA) agree dual enrollment courses benefit students in that they provide opportunities for high school students to experience college level courses at no cost, provide high school and college credit and serve as indicators of college and career readiness as a local indicator on the California Dashboard.

In partnering with local community colleges to provide dual enrollment courses in core areas, it provides an opportunity for the high school teacher that would have normally taught the class to provide support in another class offering. The District and ASTA agree that the intent of these opportunities is to reduce class size in the affected department(s).

1. The following formula shall be used to determine the reduced student loads for the affected department(s). Department sections will be determined before dual enrollment is considered using current student load language (Article 11: Class Size). Department sections will be determined before dual enrollment is considered using current student load language. The number of department sections will be maintained no matter the number of dual enrollment sections added within the department.
2. Any bargaining unit member for whom dual enrollment creates an additional course preparation shall receive an annual stipend of $1,207 (2.05%) as described in Article 14.3.8.3.

Furthermore, it is also the intent for the additional course offering to be provided in the same core department that the high school teacher belongs to. If the teacher will be utilized to teach an additional course outside the department, the Assistant Superintendent of Education and the ASTA President shall meet and confer in advance of the decision becoming final in order to discuss the reasoning for the decision, as well as to discuss alternative solutions.

This MOU is dated: March 9, 2021

Brad Jackson
Assistant Superintendent
Human Resources

Grant Schuster
President
Anaheim Secondary Teachers Association

Embedded Dual Enrollment/Class Size Reduction Worksheet for Core Class Areas

Site	

Embedded Dual Enrollment Course offered	
Grade level of students in Embedded Course	
Department Affected	
Course the department will apply extra students to	

Per ASTA contract, the maximum teacher load is 195 students = 39 average per class.

Before DE students are added

	/		=	
# of students projected in Department Course		Target class size		# of projected sections (before DE students are factored in)

	/		=	
# of students projected in Department Course		# of projected sections		Average class size before DE students are added

After DE students are added

	+		=		/		=	
# of students projected in Department Course		# of Students projected in DE course		Total number of students for section allocation		Average class size		# of projected sections

Evidence of Class Size Reduction

	/		=	
# of students projected in Department Course (without DE students included)		# of Projected Sections after DE students are added		Average class size after DE students are added

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SPEECH-LANGUAGE PATHOLOGIST (SLP) WORKLOAD

2023-2024 and 2024-2025

The Anaheim Union High School District (District) and the Anaheim Secondary Teachers Association (ASTA) agree to form a joint work group to revise the weighted workload calculation tool for Speech-Language Pathologists, including any necessary adjustments to account for Speech-Language Pathology Assistant (SLPA) support, the timeframes related to the "Frequency of Workload Completion" (Article 11.9.2.1), and to consider a stipend for SLPs who provide supervision to others. The Assistant Superintendent of Human Resources and the ASTA President shall meet to determine the size and composition of the work group to which the parties shall appoint their respective representatives. Release time or the certificated hourly rate of pay shall be provided to ASTA representatives in recognition of service provided on work group meeting days. The work group shall be formed no later than thirty (30) days after the parties reach a final settlement for the 2023-24 bargaining process, and report its recommendations no later than May 23, 2024. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

For the 2023-2024 and 2024-2025 school years, the District and ASTA mutually agree to extend the MOU dated November 15, 2022, providing for workload stipends (Appendix M) through the first unit member work day of the 2025-2026 school year, with the understanding the SLP staffing is based on workload only (not caseload). The District and Association may agree to extend this MOU by mutual agreement. Should a contractual agreement be reached regarding the above during the 2024-2025 school year, the applicable language from the Tentative Agreement shall become effective upon ratification of the agreement.

This agreement is dated: 11/9/23

Brad Jackson
Assistant Superintendent
Human Resources

Grant Schuster
President
ASTA

MEMORANDUM OF UNDERSTANDING
BETWEEN
ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)
AND
ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SPEECH AND LANGUAGE PATHOLOGIST (SLP) WORKLOAD STIPENDS

2022-2023

For the SLP workload identified in Article 11.9.2, maximums may be exceeded based on SLP staffing needs at specific sites.

Should the unit member's workload be increased beyond the contractual maximum of 70, the District agrees to pay a stipend to said unit member as follows:

Percentages below shall be applied to Column II, Step 1 of the Teacher Salary Schedule (Appendix B)

EXTRA WORKLOAD	PAY PER SEMESTER	PERCENTAGE
1-5 beyond the max	$3,555	5.4
6-10 beyond the max	$7,110	10.8

Under no circumstances shall a unit member have a workload over 80, with the exception of Hope School. The workload maximum for Hope School shall be 90.

A higher workload maximum for Hope School has been established in recognition of its unique service delivery models and practices, which include the following:

- Hope teachers write IEP communication goals for students on their workload in collaboration with an SLP, rather than the SLPs writing all communication goals.
- Speech-language services are primarily provided in a push-in setting, rather than a pullout model, as a push-in service delivery supports generalization of skills for students with moderate to severe disabilities.
- All 7th, 8th, and 9th graders at Hope are enrolled in a Communication class. All 10th, 11th, 12th and Adult Transition students who receive speech-language services are enrolled in a Communication class. SLPs consult with the Communication class teachers to ensure that students are making progress on their communication goals.

This agreement shall remain in effect until the first unit member work day of the 2023-2024 school year. The District and Association may agree to extend this MOU by mutual agreement.

This agreement is dated: November 15, 2022

Brad Jackson (Nov 28, 2022 08:25 PST)

Brad Jackson
Assistant Superintendent
Human Resources

Grant Schuster (Nov 27, 2022 15:26 PST)

Grant Schuster
President
ASTA

WEIGHTED CASELOAD

NAME:
DATE:

PURPOSE: To provide relevant data to ensure equity in the allocation of site support.

			SERVICE MINUTES (ADJUST ACCORDINGLY):						OTHER ADJUSTABLE:	ADDITIONAL WEIGHTS (WEIGHT IS A CONSTANT - DO NOT ADJUST WEIGHT):							
			SERVICE MINUTES														
#	Last Name	First Name	28x20-40	24x20-40	20x20-40	14x20-40	10x20-40	<10x20	ADULT TRANSITION OFFSITE SESSIONS:	Case Carrier	IND Services	High Profile	AAC Device	Placed at more than one school	Ancillary Required Meetings (SWD, EMT, etc.)	Supervision (CF only, not interns)	TOTAL WEIGHT
ASSUMPTIONS: **1. 1FW=full weight based on 28x/yr x 20-40 min** **2. HM=hours/month for weight calculations based on 7.5 hrs/day contract * 5 days/wk * 4 weeks/mo = 150 hours/month**			1	= 24/28	= 20/28	= 14/28	= 10/28	= 8/28	Weight based on 2 hours per offsite group per month	Weight based on 2 hrs/mo calculated as 2HM / 1FW	Weight based on 1FW	Weight based on 1 hr/mo calculated as 1HM/1FW	Weight based on 1 hr/mo calculated as 1HM/1FW	Weight based on 2 hrs/mo calculated as 2HM/1FW	Weight based on 3 hrs/mo calculated as 3HM/1FW	Weight based on 5 hrs/mo calculated as 5HM / 1FW	
WEIGHT:			1.000	0.857	0.714	0.500	0.357	0.286	=0.013*[# of offsite groups]	0.013	1.000	0.007	0.007	0.013	0.020	0.033	
ADDITIONAL WEIGHTS:																	0.00
SUPERVISION OF CF [INSERT NAME OF CF]:																	0.00
1																	0.00
2																	0.00
3																	0.00
4																	0.00
	Total																0.00

APPENDIX M

Total Students	Weighted Caseload
	0

Triennials Semester 2	Outstanding Initial Evals

Other information to consider:

BOT 151

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

Induction / Teacher Support Network – Articles 21 and 22

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to continue the joint work group established by the MOU dated November 15, 2022, to accomplish two tasks: a) review and recommend changes as the District moves from the Beginning Teachers Support and Assessment Program to the Induction Model, and b) review and recommend changes to the current Peer Assistance Review program as it is reestablished as the Teacher Support Network.

The joint work group shall also serve to provide input regarding the implementation of such practices. This work group shall report its recommendations no later than May 26, 2024. The Assistant Superintendent of Human Resources and the Association President previously met to determine the size and composition of the work group, to which the parties appointed their respective representatives. Release time or the certificated hourly rate of pay shall be provided to Association representatives in recognition of service provided on work group meeting days. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining.

This agreement is dated: 11/9/23

Brad Jackson
Assistant Superintendent
Human Resources

Grant Schuster
President
ASTA

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION

(ASTA)

COMMUNITY SCHOOLS

Vision

The District and ASTA are fully committed to the community school model to create schools where students, staff, families, and community partners are engaged and work through collaborative leadership to expand student opportunities and address the needs of the whole child, and prepare them for college, career and life readiness through the Career Preparedness Systems Framework (CPSF). This approach will support and guide teachers and all educational partners to foster thriving students, families, schools, and communities through an equity lens.

District Steering Committee

The District Steering Committee has been empowered and given a level of autonomy to lead the work and will provide recommendations to the Cabinet.

- Shall include an equal balance between District Employees (includes ASTA, District, and site staff) and Community Members (includes students, parents, and community partners)
- District and ASTA co-chair the District Steering Committee
- Shall provide direction, guidance, and support for site implementation teams
- Shall be primarily responsible for the community school budget with guidance, support, and approval from the District in accordance with the requirements of the California Community Schools Partnership Program (CCSPP).
- Shall establish and oversee subcommittees that:
    - Will ensure subcommittee work is in alignment with California Community Schools Partnership Program (CCSPP) grant guidelines.
    - Are in collaboration and build cohesion with District initiatives, including a deep focus on high-quality teaching and the development/use of a strong and proven curriculum.
    - Shall include, but are not limited to needs and assets assessment, professional learning, site team parameters, and grant writing.

Community Schools Site Teams

- Co-chaired by the Community School Teacher Lead and Community School Coordinator.

- Site teams shall have the ability to make recommendations to the District Steering Committee and to school site governance structures.
- Site teams shall have the same proportionality and composition of educational partners as the District Steering Committee.
- Community schools site teams will work in collaboration with already established site teams i.e., Site Leadership Team (SLT), School Site Council (SSC), College and Career Access Team (CCAT), etc. to create cohesion and alignment with District initiatives.

Teacher Lead Position

The Community School Site Teacher Lead will provide resources and professional development to school site staff, ensuring a teaching and learning environment that fosters a social and emotional support system; strong, relevant curriculum and high-quality instruction through the Career Preparedness Systems Framework (CPSF); and effective family and community engagement.

- A halftime release Teacher Lead will be provided for each community school.
- Job duties and responsibilities as determined by the co-created (District/Steering Committee) job description.

This MOU shall be in effect for the duration of the California Community School Partnership Program.

This agreement is dated: 1/11/24

Brad Jackson
Assistant Superintendent
Human Resources

Geoff Morganstern
President
ASTA

MEMORANDUM OF UNDERSTANDING

Between the
Anaheim Union High School District (AUHSD)
and the
Anaheim Secondary Teachers Association (ASTA)

Health and Welfare Program Change Effective January 1, 2025

The Anaheim Union High School District (AUHSD) and the Anaheim Secondary Teachers Association (ASTA) agree to the following changes in the health and welfare program that were recommended by the AUHSD Insurance Committee. The following changes will be effective beginning January 1, 2025:

PPO Plan

- Increase deductible from $275 individual/ $1,100 family to $325 individual/ $1300 family
- Increase Rx copay from $7/$25/$50 to $10/$30/$60

EPO Plan

- Increase OV and SP copays from $20 OV/ $20 SP to $25 OV/ $25 SP
- Increase Rx copay from $7/$25/$50 to $10/$30/$60; AND
- Increase outpatient surgery from 100% to $150 copay

The current maximum District contribution to the blended super composite rate is $20,559. For calendar year 2025, the maximum District contribution to the blended composite rate will be $20,559

This MOU has no effect on any other portion of the District's benefit plan.

This MOU is dated: 10/1/2024

Brad Jackson
Assistant Superintendent
Human Resources

Geoff Morganstern
President, Anaheim Secondary
Teachers Association

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SPEECH AND LANGUAGE PATHOLOGIST (SLP) EVALUATION TOOL

2025-2026 and 2026-2027

On October 24, 2023, AUHSD and ASTA agreed to form a joint work group to create an evaluation tool for speech and language pathologists (SLPs) to be considered for incorporation into Article 12 and Appendix E. The work group met and developed Article 12 and Appendix E recommendations, and having considered those recommendations, AUHSD and ASTA hereby agree to implement the recommendations in the form attached to this MOU for evaluation years 2025-2026 and 2026-2027. This MOU shall become the starting point for negotiations on the issue during collective bargaining for future evaluation years.

This agreement is dated: 11/21(24

Brad Jackson
Assistant Superintendent
Human Resources

Geoff Morganstern
President
ASTA

Timeline

Meeting	Date	Administrator Signature	Evaluatee Signature
Preliminary Evaluation Conference - (Prior to the end of the 17th workday)			
Scheduled Observation: (By mutual agreement)			
Pre-Observation Conference (5 days prior to observation) ❑ Reflective Questions provided			
Formal Observation: ❑ Lesson overview (including planned activities and outcomes) ❑ IEP goals for each student ❑ Handout(s)/texts(s)/Lesson Materials			
Post-Observation Conference (within 10 days of observation)			
Additional Observations (If required or if completed)			
Scheduled Observation: (By mutual agreement)			
Pre-Observation Conference (5 days prior to observation) ❑ Reflective Questions provided			
Formal Observation: ❑ Lesson overview (including planned activities and outcomes) ❑ IEP goals for each student ❑ Handout(s)/texts(s)/Lesson Materials			
Post-Observation Conference (within 10 days of observation)			
Final Evaluation			
Final Evaluation: (Completed between beginning of 4th quarter and no later than 30 days prior end of school year)			

SPEECH LANGUAGE PATHOLOGIST
EVALUATION PRELIMINARY CONFERENCE

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without cormection to continuous SLP growth and reflection.

Please mark the evaluation process which will be taking place during this school year.

□ TIER ONE SLP EVALUATION

A Tier One SLP is a unit member who has between one and ten years of service in the Anaheim Union High School District. Tier One evaluations are done through the formal observation process. The frequency of evaluation shall take place as follows: (1) Temporary and probationary SLPs must be evaluated annually; and (2) Tier One unit members with permanent status shall be evaluated every other year.

□ TIER TWO SLP EVALUATION

A Tier Two SLP is a tenured SLP who has ten years of service in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two SLPs are evaluated every five years. A Tier Two SLP may select to be evaluated using the Project and Reflective Essay or the Tier One Evaluation Process (formal observation).

□ Option 1: Project and Reflective Essay

The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the SLPC Goals and Objectives. The requirements of the Project and Reflective Essay are outlined in Appendix E-13.

□ Option 2: Tier One Evalnation Process

The evaluation shall include the SLPC goals and objectives. Both parties have discussed the meaning and scope of these goals and objectives at the Preliminary Evaluation Conference.

□ PIP REFERRED SLP EVALUATION

An Improving SLP is a SLP who has received an unsatisfactory evaluation in the previous year based on the Tier One formal observation evaluation process.

RECEIPT AND UNDERSTANDING OF EVALUATION PROCEDURES

I had my Preliminary Evaluation Conference in which I selected my evaluation option, and have discussed the SLPC goals and objectives with the administrator conducting the evaluation. I have a clear understanding of the evaluation process and the criteria on which I will be evaluated.

Date	Name of Evaluatee	Evaluatee's Signature
Date	Name of Evaluator	Evaluator's Signature

SPEECH LANGUAGE PATHOLOGIST
EVALUATION PRELIMINARY CONFERENCE

The Speech and Language Professional Competencies (SLPC) descriptors indicated below are a comprehensive and exhaustive list which will be utilized in the evaluation process. The 5Cs (collaboration, communication, creativity, critical thinking, and compassion/character) are embedded in the SLPCs.

1. Assessment and Reporting

Effectively conducts speech, language, and communication assessments (both standardized and informal, including modifications as needed). Accurately identifies speech and language disorders according to California education code, ta!dng into consideration cultural and linguistic diversity. SLP accurately gathers student case history including: identifying relevant developmental history and/or contributing factors, and conducts (or makes attempts to conduct) parent/caregiver interviews, teacher feedback, and other pertinent or district-recommended information. They select adequate assessment batteries with consideration for all relevant factors. SLP accurately administers the batteries and scores tests accurately. SLP synthesizes all gathered information to define the student's level ofcommunicative functioning, and makes recommendations that are consistent with evaluation results and demonstrates educational benefit for the students. They demonstrate understanding ofeligibility criteria for treatment and dismissal. SLP produces defensible reports that follow district guidelines and expresses ideas clearly and concisely.

2. Intervention and Therapy

SLP develops and implements individualized education plans (IEPs) that align with students' communication needs. SLP demonstrates efficient use ofdirect therapy time. SLP uses clinical judgment, data collection, and evidence-based practices to plan and modify treatment, strategies, materials, and/or instrumentation to meet the needs ofthe student during therapy sessions. Provides therapy in a variety ofsettings to meet student needs. Demonstrates measurable student progress in communication skills aligned with IEP goals.

3. Learning Environment

SLP's interactions with students are positive and respectful. SLP demonstrates consistent systems ofsupport to facilitate appropriate student behavior. Environment promotes positive learning opportunities with high expectations and appropriate support for students. Demonstrates an understanding ofdiverse cultural and linguistic backgrounds, adapting therapy methods accordingly. Maintains an inclusive approach to working with students

SPEECH LANGUAGE PATHOLOGIST
EVALUATION PRELIMINARY CONFERENCE

4. **Collaboration and Communication**

Collaborates effectively with teachers, special education staff, and other professionals to support students' communication development. Communicates with parents/guardians regarding their child's progress and provides strategies to support communication development. Participates in multidisciplinary team meetings (IEP meetings, case conferences, etc.) and contributes valuable insights.

5. **Ethical Standards**

Adheres to the ASHA (American Speech-Language-Hearing Association) Code of Ethics and district policies. Maintains student confidentiality and ensures ethical decision-making in therapy and reporting. SLP demonstrates working knowledge and models a high level of professional ethics and incorporates best practices in daily activities. Maintains a professional standard of integrity, organization, and confidentiality of student information. SLP consistently displays professional conduct to others. SLP demonstrates informed knowledge and understanding of special education laws and procedures, and refers to state, and district guidelines.

6. **Time Management and Documentation**

Effectively manages caseloads, balancing time between assessment, intervention, documentation, and consultation. SLP completes necessary reports and paperwork, establishes and documents professional contacts in a timely manner. Completes and submits required IEP documentation in a timely manner. Documents treatment notes in district-approved Medi-Cal billing platform in a timely manner.

7. **Professional Development**

Engages in professional growth opportunities, including workshops, conferences, or additional certifications. Incorporates new knowledge and skills into clinical practice. Regularly attends and participates in SLP Department monthly meetings.

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

REFLECTIVE QUESTIONS FOR POST-OBSERVATION CONFERENCE

(to be distributed prior to the fonnal observation)

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While fonnal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous SLP growth and reflection.

The Evaluatee shall supply the Evaluator with the following information for the observation period:

- lesson overview (including planned activities and outcomes)
- IBP goals for each student
- copies of any materials that will be utilized during the lesson

Reflective Questions for Guided Conversation:

Please reflect upon the following questions. The evaluator and evaluatee may discuss some or all of the following questions at the post-observation conference:

How do I engage students in learning?

How do I create a therapy environment that is conducive to learning?

How do I analyze my treatment models to understand what contributes to student learning?

How am I sure that my students have mastered the objective for the lesson?

How do I assess student progress?

What intervention strategies do I use with struggling students?

What activities contribute to my professional growth?

SPEECH LANGUAGE PATHOLOGIST INFORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐**PIP Referred**

This form shall be used by the evaluator upon completion of any formal observation. The contents of this form shall be shared by the evaluator with the SLP and be attached to the final evaluation. The District and the Association recognize that during observation(s) the evaluator may not observe all (or even a majority of) the SLPC descriptors identified in the MOU. Informal observations may include, but are not limited to: a review of an assessment report or IBP documents, observation of an IBP meeting (in person or virtual), or treatment session (in person or virtual).

Evaluatee: _____ School or Work Location: _____

Objective: _____ Evaluator: _____

Date of Observation:, _____ Time in _____ Time out _____

SUMMARY OF OBSERVATION OBJECTIVE:

SLPC EVIDENCE:

OBSERVED SUCCESS(ES)ISTRENGTH(S):

AREA(S) FOR PROFESSIONAL GROWTH (include resources if applicable):

AREA{S) OF UNSATISFACTORY PERFORMANCE THAT MUST BE ADDRESSED:

PROFESSIONAL RESOURCES TO ADDRESS AREA(S) OF UNSATISFACTORY PERFORMANCE

SPEECH LANGUAGE PATHOLOGIST INFORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

EVALUATEE'S PERFORMANCE TO DATE IS:

_____MEETING STANDARDS
_____APPROACHING STANDARDS
_____UNSATISFACTORY

Evaluatee's signature indicates acknowledgment of receipt of observation form and does not necessarily indicate agreement.

_____	_____	_____	_____
Evaluatee's Signature	Date	Evaluator's Signature	Date

Please be advised that this document and its attachments will be placed in your personnel file.

For Rebuttal Only:

Rebuttal Attached ☐ Yes ☐ No
A rebuttal must be submitted within 5 days of receipt of observation/final evaluation report.

_____	_____	_____	_____
Evaluatee's Signature	Date	Evaluator's Signature	Date

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: _____

Attachments:

SPEECH LANGUAGE PATHOLOGIST FORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

This form shall be used by the evaluator upon completion of any formal observation. The contents of this form shall be shared by the evaluator with the SLP and be attached to the final evaluation. The District and the Association recognize that during observation(s) (formal or informal) the evaluator may not observe all (or even a majority of) the SLPC descriptors identified in the MOU.

Evaluatee:_____ School or Work Location:_____

Objective:_____ Evaluator:_____

Date of Observation:_____ Period:_____

For Formal Observations SLP will supply the evaluator with the following information to be included as attachments to this document:

- ☐ lesson overview (including planned activities and outcomes)
- ☐ IEP goals for each student
- ☐ Copies of any materials that will be utilized during the lesson

SUMMARY OF SESSION OBJECTIVES:

1. Assessment and Reporting
   - 1.1 SLP effectively conducts speech, language, and communication assessments (both standardized and informal, including modifications as needed).
   - 1.2 SLP accurately identifies speech and language disorders according to California education code, taking into consideration cultural and linguistic diversity.
   - 1.3 SLP accurately gathers student case history including: identifying relevant developmental history and/or contributing factors, and conducts (or makes attempts to conduct) parent/caregiver interviews, teacher feedback, and other pertinent or district-recommended information.
   - 1.4 SLP selects adequate assessment batteries with consideration for all relevant factors. SLP accurately administers the batteries and scores tests accurately.
   - 1.5 SLP synthesizes all gathered information to define the student's level of communicative functioning, and makes recommendations that are consistent with evaluation results and demonstrates educational benefit for the students.
   - 1.6 SLP demonstrates understanding of eligibility criteria for treatment and dismissal. SLP produces defensible reports that follow district guidelines and expresses ideas clearly and concisely.

2. Intervention and Therapy
   - 2.1 SLP develops and implements individualized education plans (IEPs) that align with students' communication needs.
   - 2.2 SLP demonstrates efficient use of direct therapy time.
   - 2.3 SLP uses clinical judgment, data collection, and evidence-based practices to plan and modify treatment, strategies, materials, and/or instrumentation to meet the needs of the student during therapy sessions.

FORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

2.4 SLP provides therapy in a variety of settings to meet student needs.
2.5 SLP demonstrates measurable student progress in communication skills aligned with IEP goals.

3. Learning Environment
   3.1 SLPs interactions with students are positive and respectful.
   3.2 SLP demonstrates consistent systems of support to facilitate appropriate student behavior.
   3.3 SLP treatment environment promotes positive learning opportunities with high expectations and appropriate support for students.
   3.4 SLP demonstrates an understanding of diverse cultural and linguistic backgrounds, adapting therapy methods accordingly.
   3.5 SLP maintains an inclusive approach to working with students.

4. Collaboration and Communication
   4.1 SLP Collaborates effectively with teachers, special education staff, and other professionals to support students' communication development.
   4.2 SLP Communicates with parents/guardians regarding their child's progress and provides strategies to support communication development.
   4.3 Participates in multidisciplinary team meetings (IEP meetings, case conferences, etc.) and contributes valuable insights.

5. Ethical Standards
   5.1 Adheres to the ASHA (American Speech-Language-Hearing Association) Code of Ethics and district policies.
   5.2 Maintains student confidentiality and ensures ethical decision-making in therapy and reporting.
   5.3 SLP demonstrates working knowledge and models a high level of professional ethics and incorporates best practices in daily activities.
   5.4 Maintains a professional standard of integrity, organization, and confidentiality of student information.
   5.5 SLP consistently displays professional conduct to others.
   5.6 SLP demonstrates informed knowledge and understanding of special education laws and procedures, and refers to state, and district guidelines.

6. Time Management and Documentation
   6.1 SLP effectively manages caseload, balancing time between assessment, intervention, documentation, and consultation.
   6.2 SLP completes necessary reports and paperwork, establishes and documents professional contacts in a timely manner. 6.3 SLP completes and submits required IEP documentation in a timely manner.
   6.4 SLP documents treatment notes in district-approved Medi-Cal billing platform in a timely manner.

FORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

7. Professional Development
   - 7.1 SLP engages in professional growth opportunities, including workshops, conferences, or additional certifications.
   - 7.2 SLP incorporates new knowledge and skills into clinical practice.
   - 7.3 SLP regularly attends and participates in SLP Department monthly meetings.

FORMAL OBSERVATION FORM

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

OBSERVED SUCCESS(ES)/STRENGTH(S):

AREA(S) FOR PROFESSIONAL GROWTH (include resources if applicable):

AREA(S) OF UNSATISFACTORY PERFORMANCE THAT MUST BE ADDRESSED:

PROFESSIONAL RESOURCES TO ADDRESS AREA(S) OF UNSATISFACTORY PERFORMANCE:

EVALUATEE'S PERFORMANCE TO DATE IS:

_____MEETING STANDARDS
_____APPROACHING STANDARDS
_____UNSATISFACTORY

Evaluatee's signature indicates acknowledgment of receipt of observation form and does not necessarily indicate agreement.

Evaluatee's Signature	Date	Evaluator's Signature	Date

Please be advised that this document and its attachments will be placed in your personnel file.

For Rebuttal Only:

Rebuttal Attached ☐ Yes ☐ No

A rebuttal must be submitted within 5 days of receipt of observation/final evaluation report.

Evaluatee's Signature	Date	Evaluator's Signature	Date

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: _____

Attachments:

- ☐ Lesson Overview
- ☐ IEP goals for each student
- ☐ Copies of any materials that will be utilized during the lesson

FORMAL EVALUATION SUMMARY

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous SLP growth and reflection.

This form shall be used by the evaluator upon completion of the formal observation process. The contents of this form shall be shared by the evaluator with the SLP.

Evaluatee:_____ School or Work Location:_____

Objective:_____ Evaluator:_____

Date of Final Evaluation Meeting:_____

FORMAL EVALUATION SUMMARY

THIS FINAL FORMAL EVALUATION:

_____MEETING STANDARDS
_____APPROACHING STANDARDS (SLP will be evaluated the following school year)
_____UNSATISFACTORY (SLP referred to PIP and Remediation Plan Required)

Evaluatee's signature indicates acknowledgment of receipt of observation form and does not necessarily indicate agreement.

_____ _____ _____ _____

Evaluatee's Signature Date Evaluator's Signature Date

Please be advised that this document and its attachments will be placed in your personnel file.

FORMAL EVALUATION SUMMARY

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

For Rebuttal Only:

Rebuttal Attached ☐ Yes ☐ No

A rebuttal must be submitted within 5 days of receipt of observation/final evaluation report.

Evaluatee's Signature Date Evaluator's Signature Date

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: _____

Attachments:

- ☐ Evaluation Worksheet
- ☐ Preliminary Conference Form
- ☐ Formal and Informal Observations
- ☐ Other Documents

FORMAL EVALUATION SUMMARY

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous SLP growth and reflection.

This form shall be used by the evaluator upon completion of the formal observation process. The contents of this form shall be shared by the evaluator with the SLP.

Evaluatee:_____ School or Work Location:_____

Objective:_____ Evaluator:_____

Date of Final Evaluation Meeting:_____

FORMAL EVALUATION SUMMARY

THIS FINAL FORMAL EVALUATION:

_____MEETING STANDARDS
_____APPROACHING STANDARDS (SLP will be evaluated the following school year)
_____UNSATISFACTORY (SLP referred to PIP and Remediation Plan Required)

Evaluatee's signature indicates acknowledgment of receipt of observation form and does not necessarily indicate agreement.

_____ _____ _____ _____
Evaluatee's Signature Date Evaluator's Signature Date

Please be advised that this document and its attachments will be placed in your personnel file.

FORMAL EVALUATION SUMMARY

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

For Rebuttal Only:

Rebuttal Attached ☐ Yes ☐ No

A rebuttal must be submitted within 5 days of receipt of observation/final evaluation report.

Evaluatee's Signature Date Evaluator's Signature Date

If a rebuttal is submitted by the evaluatee, a follow-up conference must take place within 5 days of the evaluator's receipt of rebuttal.

Date of Follow-Up Conference: _____

Attachments:

- ☐ Evaluation Worksheet
- ☐ Preliminary Conference Form
- ☐ Formal and Informal Observations
- ☐ Other Documents

SPEECH LANGUAGE PATHOLOGIST
EVALUATION WORKSHEET - PROJECT AND REFLECTIVE ESSAY

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing speech and language services to meet student needs, while focusing on continuous improvement within the SLP scope of practice. Administrators and SLPs must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous SLP growth and reflection.

SLPC Goals and Objectives (See Article 12A.3 for complete descriptions)

1. Assessment and Reporting
2. Intervention and Therapy
3. Learning Environment
4. Collaboration and Communication
5. Ethical Standards
6. Time Management and Documentation
7. Professional Development

1. Preliminary Evaluation Conference: Prior to the end of the 17th workday
   Held on:_____

2. Pre-Project Development Conference held - Evaluatee has received a copy of the Project and Reflective Essay Form.

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

3. Project Agreed Upon: (prior to the end of the First Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

4. Project Submitted: (prior to the end of the Third Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

5. Essay Submitted: (prior to the end of the Third Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

6. Final Evaluation (must be completed between the beginning of the Fourth Quarter and no later than 30 calendar days prior to the end of the school year).

SPEECH LANGUAGE PATHOLOGIST
PERFORMANCE IMPROVEMENT PLAN (PIP)

Evaluatee_____ School/Work Location_____

Evaluator_____

Date of Unsatisfactory/Approaching Standards Final Evaluation_____

Major area(s) of concern, w/identified SLPCs, that must be addressed (List top 3 areas):

Support/Guidance recommended to address the concerns on the evaluation:

Resources and personnel to assist the unit member:

This form shall be completed by the evaluating administrator, with the input of the unit member, after having received a Tier I or Tier II Unsatisfactory or Approaching Standards Evaluation.

Unit Member's Signature Date

Evaluator's Signature Date

SPEECH LANGUAGE PATHOLOGIST
PERFORMANCE IMPROVEMENT PLAN (PIP)

Evaluatee_____ School/Work Location_____

Evaluator_____

Date of Unsatisfactory/Approaching Standards Final Evaluation_____

Major area(s) of concern, w/identified SLPCs, that must be addressed (List top 3 areas):

Support/Guidance recommended to address the concerns on the evaluation:

Resources and personnel to assist the unit member:

This form shall be completed by the evaluating administrator, with the input of the unit member, after having received a Tier I or Tier II Unsatisfactory or Approaching Standards Evaluation.

_____ _____

Unit Member's Signature Date Evaluator's Signature Date

SPEECH LANGUAGE PATHOLOGIST

Evaluatee Support Log

Name of Evaluatee: School/Work Location:

Meeting Date	Meeting Participants (in addition to Evaluatee)	Meeting Topic(s) (cite SLPCs referenced)	SLP reflection/Plan for Use of Strategies

This form shall be completed by the Evaluatee.

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

NURSE EVALUATION TOOL

2025-2026 and 2026-2027

On October 24, 2023, AUHSD and ASTA agreed to form a joint work group to create an evaluation tool for nurses to be considered for incorporation into Article 12 and Appendix E. The work group met and developed Article 12 and Appendix E recommendations, and having considered those recommendations, AUHSD and ASTA hereby agree to implement the recommendations in the form attached to this MOU for evaluation years 2025-2026 and 2026-2027. This MOU shall become the starting point for negotiations on the issue during collective bargaining for future evaluation years.

This agreement is dated: 12/13/24

Brad Jackson
Assistant Superintendent
Human Resources

Geof Morganstern
President
ASTA

Timeline

Meeting	Date	Administrator Signature	Evaluatee Signature
Preliminary Evaluation Conference – (Prior to the end of the 17th workday)			
Scheduled Observation: (By mutual agreement)			
Pre-Observation Conference (5 days prior to observation) ❑ Reflective Questions provided			
Formal Observation: ❑ Overview of service(s) that will be provided ❑ Student health assessment/screening ❑ Observation of an IEP Meeting ❑ Individualized Health Plan			
Post-Observation Conference (within 10 days of observation)			
Additional Observations (If required or if completed)			
Scheduled Observation: (By mutual agreement)			
Pre-Observation Conference (5 days prior to observation) ❑ Reflective Questions provided			
Formal Observation: ❑ Overview of service(s) that will be provided ❑ Student health assessment/screening ❑ Observation of an IEP Meeting ❑ Individualized Health Plan			
Post-Observation Conference (within 10 days of observation)			
Final Evaluation			
Final Evaluation: (Completed between beginning of 4th quarter and no later than 30 days prior end of school year)			

SCHOOL REGISTERED NURSE
PRELIMINARY CONFERENCE

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities of the nursing profession, while focusing on continuous improvement of the evaluatee's clinical and educational practices. Administrators and nurses must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous nurse growth and reflection.

Please mark the evaluation process which will be taking place during this school year.

☐ **TIER ONE SCHOOL REGISTERED NURSE EVALUATION**

A Tier One School Registered Nurse is a unit member who has between one and ten years of service in the Anaheim Union High School District. Tier One evaluations are done through the formal observation process. The frequency of evaluation shall take place as follows: (1) Temporary and probationary School Registered Nurses must be evaluated annually; and (2) Tier One unit members with permanent status shall be evaluated every other year.

☐ **TIER TWO SCHOOL REGISTERED NURSE EVALUATION**

A Tier Two School Registered Nurse is a tenured School Registered Nurse who has ten years of service in the Anaheim Union High School District, meets federal compliance requirements, and has received satisfactory evaluations for a minimum of the last two evaluations. Tier Two School Registered Nurses are evaluated every five years. A Tier Two School Registered Nurse may select to be evaluated using the Project and Reflective Essay or the Tier One Evaluation Process (formal observation).

☐ **Option 1: Project and Reflective Essay**

The project shall be mutually agreed upon by evaluatee and evaluator and shall be aligned with the School Nurse Standards of Practice. The requirements of the Project and Reflective Essay are outlined in Appendix E-13.

☐ **Option 2: Tier One Evaluation Process**

The evaluation shall include the School Nurse Standards of Practice. Both parties have discussed the meaning and scope of these goals and objectives at the Preliminary Evaluation Conference.

☐ **PIP REFERRED School Registered Nurse EVALUATION**

An Improving School Registered Nurse is a School Registered Nurse who has received an unsatisfactory evaluation in the previous year based on the Tier One formal observation evaluation process.

RECEIPT AND UNDERSTANDING OF EVALUATION PROCEDURES

I had my Preliminary Evaluation Conference in which I selected my evaluation option, and have discussed the School Nurse Standards of Practice with the administrator conducting the evaluation. I have a clear understanding of the evaluation process and the criteria on which I will be evaluated.

Date	Name of Evaluatee	Evaluatee's Signature
Date	Name of Evaluator	Evaluator's Signature

SCHOOL REGISTERED NURSE EVALUATION
PRELIMINARY CONFERENCE

The School Nurse Standards of Practice descriptors indicated below are a comprehensive and exhaustive list which will be utilized in the evaluation process. The 5Cs (collaboration, communication, creativity, critical thinking, and compassion/character) are embedded in the School Nurse Standards of Practice.

1. Standards of Practice

   The School Registered Nurse is ethical in their practices and provides competent evidence-based nursing care.

2. Care Coordination

   The Registered School Nurse collects and analyzes pertinent data to identify student health needs and nursing diagnoses and uses evidence-based information to develop student individualized healthcare plans (IHP). They provide training for school personnel aon safety protocols and procedures and develop plans for emergency care. The Registered School Nurse conducts health screenings and performs effectively in emergencies, delegating tasks appropriately. They communicate effectively, documenting interventions and activities appropriately in Aeries and refusing student IHPs as appropriate. The Registered School Nurse monitors and maintains health records for each student and participates in the MAA/LEA/Medical programs.

3. Staff Relationships and Quality Improvement

   The School Registered Nurse maintains professional working relationships with other school nurses and staff, and evaluates one's own and others' nursing practice. They demonstrate effective communication with staff, parents/guardians, and healthcare providers. The School Registered Nurse participates in or contributes to Individual Educational Plans, evaluates progress toward attainment of goals and outcomes, and serves as case manager for students with acute or chronic health needs.

4. Professional Leadership

   The School Registered Nurse demonstrates professionalism in behaviors, time management, dependability, resource utilization, and ethical practice. They participate in professional development continuing education programs to enhance their knowledge and nursing skills. The School Registered Nurse consults with students' healthcare providers for further guidance on providing appropriate support for their health management at school. They utilize appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible. The School Registered Nurse provides training and supervision to staff on specialized healthcare services.

5. Community and Public Health

The School Registered Nurse utilizes health promotion, education, and prevention activities to maintain and improve the health and safety of the school environment. They practice in an environmentally healthy and safe manner that is congruent with cultural diversity and inclusion principles.

☐ **Tier One** ☐ **Tier Two** ☐ **PIP Referred**

REFLECTIVE QUESTIONS FOR POST-OBSERVATION CONFERENCE
(to be distributed prior to the formal observation)

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities of the nursing profession, while focusing on continuous improvement of the evaluatee's clinical and educational practices. Administrators and nurses must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous nurse growth and reflection.

The Evaluatee shall supply the Evaluator with the following information for the observation period:

- Overview of service(s) that will be provided
- Individualized Health Plan
- Any applicable student health assessment/screening documents

Reflective Questions for Guided Conversation:

Please reflect upon the following questions. The evaluator and evaluatee may discuss some or all of the following questions at the post-observation conference:

How do I interact with students regarding their health needs?

How do you build and maintain professional relationships with other school staff and nurses?

Can you provide an example of effective collaboration with teachers, parents, or healthcare providers to support a student's health needs?

How do you identify and assess the health needs of individual students, and how does this guide the development of their Individualized Healthcare Plans (IHPs)?

What activities contribute to your professional growth? How do you stay informed about updates to best practices in school nursing and apply them to your role?

UNLIMITED YOU

501 NORTH CRESCENT WAY, ANAHEIM, CA 92801
STUDENT SUPPORT SERVICES

School Registered Nurse Performance Evaluation Tool

School Nurse: _____ School Year: _____

Worksite(s) /Program(s): _____

Status of Nurse: _____ Tier 1 _____ Tier 2 _____ Improving

Rating Scale:

(M) Meets (A) Approaching (U) Unsatisfactory (NO) Not Observed

1. Standard of Practice	**M**	**A**	**U**	**NO**
1.a Demonstrates ethical practices. 1.b Provides competent evidence-based nursing care.				
2. Care Coordination	**M**	**A**	**U**	**NO**
2.a Collects and analyzes pertinent data to identify student health needs and nursing diagnoses (e.g., health screening results, health forms, clinic visits) for the school population.				
2.b Uses evidence-based information to develop student individualized healthcare plans (IHP) to achieve expected outcomes to specific interventions.				
2.c Provides training for school personnel on safety protocols and procedures related to student's health conditions, as needed.				
2.d Develops plans for emergency care. Collaborate with school personnel in crisis/disaster planning.				
2.e Conducts health screenings for IEP, state-mandated, and as required with referrals as appropriate.				
2.f Performs effectively in emergency situations, delegates tasks appropriately.				
2.g Communicates effectively in all areas of practice. Documents interventions and activities appropriately in Aeries.				
2.h Revises student IHPs as appropriate.				
2.i Monitors and maintains health records for each student, including the update of immunization requirements/ TB assessments/ Tdap according to legal mandates and district's policy.				
2.j Participates in the MAA/LEA/Medical programs- providing accurate documentation required for program support.				
3. Staff Relationships/ Quality Improvement	**M**	**A**	**U**	**NO**
3.a Maintains a professional working relationship with other school nurses and staff.				
3.b Participates in or contributes to Individual Educational Plans.				
3.c Demonstrates effective communication with staff, parents/guardians/ healthcare providers.				
3.d Evaluates progress toward attainment of goals and outcomes.				
3.e Serves as case manager for students with acute or chronic health needs.				

3.f Evaluates one's own and others' nursing practice.				
4. Professionalism/ Leadership	**M**	**A**	**U**	**NO**
4.a Demonstrates professionalism in behaviors, time management, dependability, resource utilization, and ethical practice.				
4.b Participates in professional development/continuing education programs to enhance knowledge and nursing skills.				
4.c Consults with student's healthcare providers for further guidance on providing appropriate support for their health management at school.				
4 d Utilizes appropriate resources to plan, provide, and sustain evidence-based nursing services that are safe, effective, and fiscally responsible.				
4.e Provides training and supervision to staff on specialized healthcare services.				
5. Community/ Public Health	**M**	**A**	**U**	**NO**
5.a Utilizes health promotion, health education, and prevention activities to maintain and improve the health and safety of the school environment. 5.b Practices in a manner that is congruent with cultural diversity and inclusion principles. 5.c Practices in an environmentally safe and healthy manner.				

Commendations:

Recommendations:

OVERALL EVALUATION:

❑ Meets ❑ Approaching ❑ Unsatisfactory

In accordance with Education Code Section 44663, you have the right to comment upon this document (or any statement that may be contained herein) in writing, and you may have your written comments attached to this document in your Personnel File.

This report has been discussed with me in conference with the evaluator. An opportunity has been extended to me to attach comments regarding this evaluation.

Signature of School Nurse _____ Date _____

Signature of Evaluator _____ Date _____

SCHOOL REGISTERED NURSE
EVALUATION WORKSHEET - PROJECT AND REFLECTIVE ESSAY

Mission Statement: The District and the Association agree that an effective evaluation system recognizes the complexities involved in providing nursing services to meet student needs, while focusing on continuous improvement within the School Registered Nurse scope of practice. Administrators and School Registered Nurses must work together to build a collaborative and trusting environment to achieve that goal. While formal evaluation occurs every two to five years, it should not be considered an isolated event without connection to continuous School Registered Nurse growth and reflection.

School Registered Nurse Standards of Practice (See Article 12B.3 for complete descriptions)

1. Standards of Practice
2. Care Coordination
3. Staff Relationships and Quality Improvement
4. Professional Leadership
5. Community and Public Health

1. Preliminary Evaluation Conference: Prior to the end of the 17th workday
   Held on:_____

2. Pre-Project Development Conference held - Evaluatee has received a copy of the Project and Reflective Essay Form.

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

3. Project Agreed Upon: (prior to the end of the First Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

4. Project Submitted: (prior to the end of the Third Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

5. Essay Submitted: (prior to the end of the Third Quarter)

_____	_____	_____	_____
Evaluatee's Signature	Date Held	Evaluator's Signature	Date Held

6. Final Evaluation (must be completed between the beginning of the Fourth Quarter and no later than 30 calendar days prior to the end of the school year).

SCHOOL REGISTERED NURSE
PERFORMANCE IMPROVEMENT PLAN (PIP)

Evaluatee_____ School/Work Location_____

Evaluator_____

Date of Unsatisfactory/Approaching Standards Final Evaluation_____

Major area(s) of concern, w/identified Standards of Practice, that must be addressed (List top 3 areas):

Support/Guidance recommended to address the concerns on the evaluation:

Resources and personnel to assist the unit member:

This form shall be completed by the evaluating administrator, with the input of the unit member, after having received a Tier I or Tier II Unsatisfactory or Approaching Standards Evaluation.

_____ _____

Unit Member's Signature Date Evaluator's Signature Date

SCHOOL REGISTERED NURSE

Evaluatee Support Log

Name of Evaluatee: School/Work Location:

Meeting Date	Meeting Participants (in addition to Evaluatee)	Meeting Topic(s) (cite Standards of Practice referenced)	School Registered Nurse reflection/ Plan for Use of Strategies

This form shall be completed by the Evaluatee.

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT {AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

EVALUATION PROCEDURES - PERFORMANCE TASK ASSESSMENTS (PTA}

2024-2025

AUHSD and ASTA agree to continue the 2023-2024 joint work group created to revise Article 12 and Appendix E to incorporate the PTA into the evaluation procedures for teachers, utilizing as a starting point the "Guiding Principles for Performance Task Assessments" and "Innovation Design Template" for PTAs attached to and incorporated in this Memorandum of Understanding.

The composition of and the appointees to this work group shall remain the same for the 2024-2025 school year. The Assistant Superintendent of Human Resources and the ASTA President shall determine their respective representatives and replacement representatives when an appointee is no longer able to serve. AUHSD and ASTA agree that the work group will continue to include, at a minimum, two mutually agreed upon curriculum specialists, one mutually agreed upon community schools teacher lead, one mutually agreed upon 5Cs coach, up to four at-large unit members selected by ASTA, and up to four administrators selected by AUHSD. Release time or the certificated hourly rate of pay shall be provided to ASTA unit members in recognition of service provided on work group meeting days. The work group shall report its recommendations by no later than April 1, 2025. The recommendations from this work group shall become the starting point for negotiations on the issue during the next round of collective bargaining. The above dates may be altered by mutual agreement.

During the 2024-2025 school year, the work group shall pilot the use of the PTA, **using the recommendations in the form attached to this MOU,** with Tier Two teacher volunteers who are not required to be evaluated as per the AUHSD/ASTA Agreement. The work group shall meet regularly throughout the school year to receive feedback and suggestions from the teachers and site administrators involved in the pilot. The work group shall utilize this information to adjust the PTA process proposed for incorporation into the evaluation procedures, including Agreement language and associated forms.

This agreement is dated: 12/13/24

Brad Jackson
Assistant Superintendent
Human Resources

Geoff Morganstern
President
ASTA

Thefollowing principles should serve as guidelinesfor the lesson design and curriculumplanning you do with your teams. Do not use this document as a checklist. Theprinciples should serve as goals over the nextfew years.

Guiding Principles for Performance Assessments

The performance assessment provides an opportunity for students to develop all three components of the Career Preparedness Systems Framework: *Youth Voice & Purpose, 21st Century Skills (5Cs), and Technical Skills.*

1. The performance assessment allows for students to develop agency and take ownership over their learning and growth, cultivating their **voice and purpose** connected to their interests and aspirations. (Agency Framework)
2. The performance assessment is aligned to the **21st Century Skills** (5Cs, social emotional learning, growth mindset, etc.). Elements of *character & compassion, collaboration, communication, creativity,* and *critical thinking* are intentionally taught and assessed. *(*5Cs Descliptors)
3. Within each performance assessment are opportunities for students to develop and demonstrate mastery of **technical skills** (including content-specific skills and literacy across the curriculum).
4. The performance assessment takes into account the **necessary support for all student groups** (including newcomers, plurilingual students, students with disabilities and Foster Youth/McKinney-Vento students) so that they can demonstrate what they know and are able to do.
5. Students demonstrate their knowledge and skills by sharing with an **authentic audience.**
6. Students have **multiple opportunities** and a variety of ways to **demonstrate growth toward mastery.**
7. **Reflection is a part of the learning process:** *Throughout the performance assessment experience,* students reflect on their progress and plan for future learning and growth. This includes, but is not limited to, student reflection on their growth. in the 5Cs.
8. **High-quality feedback** is provided to students throughout the performance assessment experience.
9. Performance assessment outcomes provide data to **improve curriculum and instruction.**

Guiding Principles for Performance Assessments

Course : _____ Semester: _____

Project Title: _____

Description: _____

	How does your PTA meet the principle?	Possible revisions/ additions
1		
2		
3		
4		
5		
6		
7		
8		
9		

UNLIMITED YOU
ANAHEIM UNION HIGH SCHOOL DISTRICT

Innovation Design Template

(For Performance Task Assessment)
Developed by AUHSD Curriculum Specialists

Continuous learning is the minimum requirement for success in any field. - *Brian Tracym*

Considerations for use:

- The planning process may not be linear. You can work through this template in any order, as you see fit.
- This process will be ongoing, PTAs will need to be revisited, revised, and further developed over multiple years and iterations.

Resources	Please link resources for your PTA in the space below. Include resources such as texts (articles, graphs, etc.), scoring guides, reflection forms, models of student work (photos, links to video, etc.), etc
	☐ Weekly Lesson Plan AUHSD 5Cs Descriptors Docs.pdf Link your school's reflection form If you are a Community School, please link your Community Schools Site Mapping here

Overview	**Provide a brief overview of the Performance Task Assessment:**
	What do you already know about your students and community? (Strengths, Needs, Interests)

Artifacts	**What would be the product (Artifact) for students to include within their Capstone Portfolios?**

Learning Design Overview

The following principles should serve as guidelines for the lesson design and curriculum planning you do with your teams. Do not use this document as a checklist. The principles should serve as goals over the next few years.

Guiding Principles for Performance Task Assessments

Design	**Learning Outcomes** What do we want students to learn?
	Technical Skills, 5Cs, Student Voice
	Technical Skills
	What technical skills do we want students to learn?
	Success Criteria Evidence of Outcomes: How will we know they have learned it? (What evidence/artifacts will be produced?)
	5Cs
	What do we want students to learn? Identify one or **two strands** only.
	Success Criteria Evidence of Outcomes: How will we know they have learned it? What evidence/artifacts will be produced?
	Describe the Type(s) of Student Voice we will see in the Performance Task Assessment?
	How will learning be shared with an authentic audience?

	Are there multiple opportunities and a variety of ways for students to demonstrate mastery?
	The performance assessment outcomes should provide data leading to **improvements in curriculum and instruction.** What data do you anticipate studying?

Rule of 3

Follow the "Rule of 3" by identifying *three* intentional spaces for each.

Implementation Details	3 intentional opportunities for building the **technical skill(s).**	1. 2. 3.
	3 specific spaces for Teaching the strand(s) of the **SCs.**	1. 2. 3.
	3 scaffolds to **support** PLLs, SWDs.	1. 2. 3.
	3 most critical moments for **feedback.**	1. 2. 3.
	3 opportunities for students to **reflect.**	1. 2. 3. At the conclusion of the PTA (school wide portfolio reflection)

Cycle of Continuous Improvement

After you implement the PTA, please fill out the reflection below to help guide your own cycle of continuous improvement.

How well did the learning design meet the intended outcomes?
What were the best parts of this PTA experience for students? Why?
What would you do differently the next time you implement this PTA?

Site Name:::::::WORK ORDER REQUEST

Please submit a work order for anything that needs to be fixed in your classroom. Our Custodians will asses the issue and submit a District Work Order for you.

@auhsd.us Switch account

The name, email, and photo associated with your Google account will be recorded when you upload files and submit this form

* Indicates required question

Email *

Record @auhsd.us as the email to be included with my response

Last Name *

Your answer

First Name *

Your answer

Room Number *

Your answer

Please describe your work order request *

Your answer

Optional: Upload a photo of your work order request

Upload 1 supported file. Max 10 MB.

Add file

Is this work order a safety concern? *

- [ ] Yes
- [ ] No

Please describe your safety concern

Your answer

A copy of your responses will be emailed to widell_k@auhsd.us.

Submit Clear form

Never submit passwords through Google Forms.

This form was created inside of Anaheim Union High School District.
Does this form look suspicious? Report

Google Forms

Anaheim Union High School District
STAFF PROTECTION INCIDENT REPORT
(Board Policy 6205.01)

CLICK AND ENTER DATA IN THE APPROPRIATE BOX

Employee Name:	
Today's Date:	
Pupil Name:	
School:	
Date of Incident:	
Police Report Number:	
Place Where Incident Occurred:	
Description of Incident:	
Name of Authorities Notified:	
Date and Time Authorities Notified:	

Whenever any employee of the district is threatened, attacked, or assaulted by any pupil, it shall be the duty of the employee and the direct supervisor to promptly report the incident to the appropriate law enforcement authorities. Such incidents and their subsequent reporting to law enforcement authorities shall be recorded on the Incident Report and forwarded to the Office of the Superintendent.

An as employee of the Anaheim Union High School District, "I certify that the information and description of the incident above is a true and accurate recollection of what occurred."

_____ _____

Employee's Signature Date Principals' Signature/Review Date

Rev. 5/05
Distribution: Original-Superintendent
Copy-Campus File and Employee

NOTE: This form is available on-line.

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SPECIALIZED ACADEMIC INSTRUCTION (SAI) MODEL

May 20, 2024

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree that the SAI model has unique needs.

Therefore, it is agreed that:

- All mild/moderate (RSP, SDC) teachers shall have a blended caseload maximum of twenty-three (23) students, with no more than nine (9) students in SDC. Mild/moderate (RSP, SDC) Department Chairs shall assign teacher caseloads with a transparent and collaborative site team process (including processes outlined in Article 10.8: Hours of Employment/Teacher Assignments).
- The District shall strive to minimize curricular/subject areas assigned to each special education co-teacher.
- All mild/moderate (RSP, SDC) teachers shall be assigned a progress monitoring period. When a special education teacher has release periods outside of progress monitoring and conference, the caseload of the teacher shall be reduced proportionately by the number of release sections, as outlined below.

Proportional Caseload Reduction for Teachers with Release Periods		
Release Periods	**Junior High**	**Senior High**
0	23	23
1	20	19
2	17	15
3	14	11

- The District shall strive to minimize the number of co-teaching partners assigned to each special education co-teacher.
- The District shall strive to assign a common conference period to every special education and general education co-teacher team. If a common conference period is not possible, the provisions of Article 10.5.2 shall apply, provided that for the 2023-2024 school year only, accommodations for co-teacher partners to meet and collaborate shall be a minimum of one time per month for a minimum of four hours per month. The District shall ensure that the reserved substitute time referred to in this section shall be protected to the same degree as any other unit member.
- The District shall strive to cap the total number of special education students (SDC & RSP) in a co-taught or collaboration class at 33%.
- The District shall strive to schedule RSP and SDC students in at least one class with their assigned case carrier, provided that Department Chairs have assigned students to case carriers who teach a class on the student's schedule.
- Department Chairs shall equitably distribute caseload management duties throughout the Department from teachers reassigned to another position or on a leave of absence.
- In the event that the above distribution of caseload management duties results in a special education teacher exceeding a blended caseload maximum of twenty-three (23), the District shall compensate them at the Hourly Rate for four (4) hours to prepare for and conduct an annual individualized education program (IEP) team meeting or five (5) hours to prepare for and conduct an annual/triennial IEP team meeting.

- The District shall ensure that unit members assigned to a SAI classroom shall have their reserved substitute time protected to the same degree as any other unit member.

This shall be incorporated into the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

Brad Jackson
Assistant Superintendent, HR

Geoff Morganstern
ASTA President

MEMORANDUM OF UNDERSTANDING

BETWEEN

ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD)

AND

ANAHEIM SECONDARY TEACHERS ASSOCIATION (ASTA)

SURPLUS CRITERIA POINT SYSTEM AND TIE BREAKER FOR SURPLUS

May 20, 2024

The Anaheim Secondary Teachers Association (Association) and the Anaheim Union High School District (District) agree to the following modifications to the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

9.5.2 Surplus Criteria Point System

In order to make the process consistent, the Association and the District agree to a scoring system to be utilized whenever a surplus situation exists. Please note that the scoring system is designed to consistently determine who will be transferred and is not designed to prevent involuntary transfers.
There are four (4) criteria that shall be used in determining who is to be surplused. Listed below are the criteria and points to be awarded.

1. Credentials: Each teacher properly credentialed to teach the subject to be surplused shall be given one (1) point. Please note that CLAD is a certificate and not a credential.
2. Extra-Service Pay (ESP): Any teacher who is serving, during the current school year, in a full or partial extra-service pay position will receive one (1) point (maximum). The department chair is not given a point for extra-service pay. Only one (1) extra-service pay point is given regardless of the number of extra-service pay positions the unit member holds. The point will be determined after the Spring/4th quarter sports season begins unless the unit member has already completed an assignment. The assignment must be fulfilled by the unit member in order to maintain the point. If the assignment is not fulfilled, the point will be rescinded and the surplus process will be adjusted.
3. Department Leadership: The teacher(s) serving, during the current school year, as full or shared department chair shall receive one (1) point.
4. Teacher Leadership: The teacher(s) serving as the 5C Coach, Community School Teacher Lead, Title 1 Specialist, and/or International Baccalaureate (IB) Coordinator during the current school year, as full or shared position shall receive one (1) point.

Only one (1) Teacher Leadership point is given regardless of the number of Teacher Leadership positions the unit member holds.

5. Seniority: One (1) point shall be granted to each teacher in the department determined to be in a surplus situation except for those teachers corresponding to the number of transferees who have the least district seniority. For example, if the department has seven (7) members and will be reduced to five (5), the five (5) most senior members get a point.
Each teacher's points from that department are totaled and, in the absence of volunteers, the teacher(s) with the lowest points will be surplused.

9.5.3 Tie Breaker for Surplus

If a tie exists after all of the steps above have been taken, the teacher with the least district seniority shall be surplused. In the event that a tie still exists, the following criteria will be applied in the priority indicated to determine the employee that is involuntarily transferred:
1. Rank by Years of Temporary Service
a) Persons with three or more years temporary status prior to probationary year
b) Persons with two years temporary status prior to probationary year
c) Persons with one year temporary status prior to probationary year
2. Rank by Credential/Authorization
d) Persons with clear single-subject credential / Level 2 Special Education Credential
e) Persons with preliminary single-subject credential / Level 1 Special Education Credential
f) Persons with two (2) or more single subject credentials
3. Rank by Special Authorization/Services
g) Persons with BCLAD certification authorizing instruction to EL students
h) Persons with other certifications authorizing instruction to EL students
i) Persons who are currently assigned to one of the following specialized assignments listed as follows, not listed in priority order:
• Activities Director (JH or SH)
• Athletic/Intramural Sports Director
• Department Chair (JH or SH)
*** 5C Coach (JS or HS)**
*** Community School Teacher Lead (JH or SH)**
*** Title 1 Specialist (JH or SH)**
*** International Baccalaureate (IB) Coordinator**
4. Rank by Service in Areas with Extra Service Pay (ESP)
j) Persons serving in additional areas with Extra Service Pay (total

points; one point per ESP; as per Appendix C)
36
5. Rank by Advanced Certification/Degree
k) Persons who are National Board Certified Teachers (NBCT)
l) Persons with a Doctoral Degree
m) Persons with a Master's Degree
6. Rank by Prior Service to the District
n) Persons with additional service to the District in a certificated, nonteaching position
o) Persons with additional service to the District in a non-certificated, paid position
It is agreed that in the event the District is still unable to select employees to be terminated using the above criteria, then a lottery shall be used to determine employment rights as between employees with the same initial service who are equally competent.

This shall be incorporated into the Agreement between the Anaheim Union High School District and the Anaheim Secondary Teachers Association.

Brad Jackson
Assistant Superintendent, HR

Geoff Morganstern
ASTA President

KEYGENT ADVISORS

MUNICIPAL ADVISOR AGREEMENT

This agreement (the "Agreement") for municipal advisor services by and between Anaheim Union High School District ("District") and Keygent LLC ("Municipal Advisor" or "Keygent") is effective on the date this Agreement is executed by District (the "Effective Date").

RECITALS

Whereas, the District requires municipal advisory services in connection with the District's General Obligation Bond authorizations and other financing needs; and

Whereas, the District desires Keygent to provide administrative and strategic support and quantitative analysis, in connection with prospective financings including, but not limited to, general obligation bonds, refunding bonds, certificates of participation and tax and revenue anticipation notes; and

Whereas, the District desires Keygent to provide financial consulting services in regard to existing, new or prospective election issuances; and

Whereas, Keygent represents itself able and willing to perform the Consulting Services (defined below) for the District.

NOW, THEREFORE, in consideration of the terms and provisions set forth herein, the benefits to be gained by the performance thereof and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, District and Municipal Advisor agree as follows:

1. **Scope of Services.**

   a. **Services to be provided.** Municipal Advisor is engaged by the District as its municipal advisor to provide consulting services ("Consulting Services") with respect to the issuance of municipal securities (each series an "Issue") set forth in Appendix A ("Scope of Services").

   b. **IRMA**. Keygent represents that it is an Independent Registered Municipal Advisor ("IRMA"). If District designates Keygent as its IRMA for purposes of IRMA exemption of the SEC Rule 15Ba1-1(d)(3)(vi), Keygent shall review all third-party recommendations submitted to Keygent in writing by the District.

   c. **Limitations on Scope of Services.** The Scope of Services is subject to the following limitations:

      i. The Scope of Services is limited solely to the services described herein and is subject to any limitations set forth within the description of the Scope of Services.

      ii. Unless otherwise provided in the Scope of Services described herein, Municipal Advisor is not responsible for preparing any preliminary or final official statement.

1730 E. Holly Ave., Suite 762
El Segundo, CA 90245
P: 310.322.4222
F: 866.335.0114

iii. The Scope of Services does not include tax, legal, accounting or engineering advice with respect to any Issue or in connection with any opinion or certificate rendered by counsel or any other person at closing, and does not include review or advice on any feasibility study.

iv. In addition to providing municipal advisory services to municipal clients, Keygent offers municipal bond dissemination agent services. Keygent's dissemination agent services are distinct from Keygent's municipal advisory services and requires a separate, independent agreement in order for Keygent to engage in such services.

d. Amendment to Scope of Services. The Scope of Services may be changed only by written amendment or supplement to the Scope of Services described herein. The parties agree to amend or supplement the Scope of Services described herein promptly to reflect any material changes or additions to the Scope of Services.

2. Municipal Advisor's Regulatory Duties When Servicing Client. The Municipal Securities Rulemaking Board ("MSRB") Rule G-42 requires that Municipal Advisor make a reasonable inquiry as to the facts that are relevant to the District's determination whether to proceed with a course of action or that form the basis for any advice provided by Municipal Advisor to the District. Municipal Advisor will undertake a reasonable investigation to determine that it is not basing any recommendation on materially inaccurate or incomplete information, however, Municipal Advisor will not audit or otherwise verify the information supplied to us by the District or third parties, except as may be specified in the Scope of Services. Municipal Advisor is also required under MSRB Rule G-42 to use reasonable diligence to know the essential facts about District and the authority of each person acting on District's behalf.

3. District Responsibilities. District agrees to cooperate, and to cause its agents to cooperate with Municipal Advisor in carrying out its regulatory duties, including providing to Municipal Advisor timely, accurate and complete information and reasonable access to relevant documents, other information and personnel needed to fulfill such duties. The District will be responsible for all management decisions in connection with the Consulting Services, implementation of the actions identified in the course of the engagement and the results achieved from the Consulting Services.

4. Term of the Agreement. The term of this Agreement begins on the Effective Date and ends upon completion of the Issues. Nevertheless, the initial term of this Agreement shall be five years from the Effective Date and shall renew annually, unless Section 9 of this Agreement is invoked.

5. Compensation.

a. Fees and expenses. The fees due to Municipal Advisor hereunder shall be, and expenses incurred by Municipal Advisor in connection with any services provided hereunder shall be reimbursed, as set forth below:

i. Fees for Municipal Advisor's Services shall be paid for each Issue and shall not exceed $40,000 per Issue.

ii. Expenses incurred by Municipal Advisor shall be reimbursed by District per Issue. Such expenses include travel and administrative costs and shall not exceed $2,500 per Issue.

iii. Notwithstanding anything to the contrary herein, the compensation of Municipal Advisor for services rendered in connection with the Issue(s) is contingent upon the successful completion of each Issue.

b. Other Financing Costs. In addition to the fees and expenses payable to Municipal Advisor, the District shall provide from the proceeds of each Issue for the payment of any and all costs and expenses incident to the actual issuance of the Issue, including the cost of preparing the financing for execution and delivery, all printing and publication costs, and any other expenses incurred in connection with the issuance and delivery of the financing, including the fees and expenses of bond counsel, disclosure counsel, or other experts retained by the District and payable under the terms of the District's written agreements with them.

c. Payment. All charges incurred under this Agreement, in connection with the Issues shall be due and payable only upon successful completion of the sale and closing of the financing for which such Consulting Services were rendered or expenses were incurred. Invoices for payment shall be provided at the closing of each Issue and in an amount in accordance with the above. Payment shall be made from financing proceeds or any other method acceptable to the District and Municipal Advisor.

6. Tool Development. Except as otherwise set forth in this Agreement, the District will own all tangible written material originally prepared expressly for the District and delivered to the District under this Agreement ("Work Product"), excluding any Keygent materials contained or embodied therein, which includes all: proprietary information, general skills, know-how, expertise, ideas, concepts, methods, techniques, processes, software, materials, or other intellectual property or information which may have been discovered, created, developed or derived by Keygent either prior to or as a result of its provision of services under this Agreement.

7. Limitation of Liability. Keygent shall be solely liable for any finally determined damages in connection with this Agreement. The parties agree that Keygent's officers, directors, agents and employees shall not be personally liable to the District, whether in tort, contract or otherwise, for any damages in connection with this Agreement. Except to the extent finally determined to have resulted from the gross negligence or intentional misconduct of Keygent, Keygent's liability to pay damages for any losses and claims incurred by the District as a result of breach of contract, negligence or other tort committed by Keygent, regardless of the theory of liability asserted, is limited to no more than the total amount of fees paid to Keygent under this Agreement. No recourse shall be had against Municipal Advisor for loss, damage, liability, cost or expense (whether direct, indirect or consequential) of District arising out of or in defending, prosecuting, negotiating or responding to any inquiry, questionnaire, audit, suit, action, or other proceeding brought or received from a third party. This provision shall survive termination of the Agreement.

8. Mediation and Arbitration. In the event of any dispute arising out of or relating to the engagement of Keygent by the District, the parties agree first to try in good faith to settle the dispute voluntarily with the aid of an impartial mediator who will attempt to facilitate negotiations. A dispute will be submitted to mediation by written notice to the other party or parties. The mediator will be selected by agreement of the parties. If the parties cannot agree on a mediator within 30 days of the receipt of the notice of request for mediation, parties shall request a list of 5 mediators from the American Arbitration Association ("AAA"). Parties shall then select a mediator from such list by striking names from the list one at a time.

The mediation will be treated as a settlement discussion and therefore will be confidential. Any applicable statute of limitations will be tolled during the pendency of the mediation. Each party will bear its own costs in the mediation. The fees and expenses of the mediator will be shared equally by the parties.

If the dispute has not been resolved within 60 days after the written notice beginning the mediation process (or a longer period, if the parties agree to extend the mediation), the mediation will terminate, and the dispute will be resolved by final and binding arbitration under the Commercial Arbitration Rules of the AAA. The arbitration will take place before a panel of three arbitrators. Within 30 days of the commencement of the arbitration, each party will designate in writing a single neutral and independent arbitrator. The two arbitrators designated by the parties will then select a third arbitrator. The arbitrators will have a sufficient background in public finance law to reasonably prepare them to decide the dispute. The arbitrators will have the authority to permit limited discovery, including depositions, prior to the arbitration hearing, and such discovery will be conducted consistent with the Federal Rules of Civil Procedure. The arbitrators will have no power or authority to award punitive or exemplary damages. The arbitrators may, in their discretion, award the cost of the arbitration, including reasonable attorney fees and costs, to the prevailing party. Any award made may be confirmed and enforced in any court having jurisdiction. Any arbitration shall be confidential, and except as required by law, neither party may disclose the content or results of any arbitration hereunder without the prior written consent of the other parties, except that disclosure is permitted to a party's auditors, insurers and legal advisors.

9. **Termination.** Either party may terminate this Agreement at any time by giving the other party forty-five (45) days written notice of termination. Keygent may also resign from performing all or any portion of the services in connection with the Consulting Services and terminate this Agreement immediately upon written notice in the event that circumstances arise that would make continuation of all or any portion of the work by Keygent in conflict with any professional regulations, standards or guidelines to which Keygent conforms.

   To the extent that the District terminates Keygent without cause less than forty-five (45) days prior to the sale of a Financing in which Keygent performed Consulting Services, Keygent shall be entitled to the same compensation associated with such sale had Keygent not been terminated.

   Upon termination of the Agreement, Municipal Advisor will return, upon the written request of the District, all copies of any District data, records, or materials of whatever nature or kind, including all materials incorporating the proprietary information of the District. If terminated for cause, Municipal Advisor shall also furnish to District all work in progress or portions thereof, including all incomplete work.

10. **Required Disclosures**. MSRB Rule G-42 requires Municipal Advisor to provide disclosures of material conflicts of interest and information regarding certain legal events and disciplinary history. MSRB Rule G-10 requires Municipal Advisor provide certain notices for your education and protection. Such disclosures are delivered to District together with this Agreement.

11. **Insurance.** Keygent carries general business insurance, professional liability insurance and workers' compensation insurance. A copy of Keygent's insurance policies with coverage amounts will be made available upon written request.

12. **Notice to Parties.** All notices to be given by the parties hereto shall be in writing and served by depositing the same in the United States Post Office, postage prepaid and registered, as follows:

TO THE DISTRICT:

Nancy Nien, Ph.D.
Assistant Superintendent, Business Services
Anaheim Union High School District
501 Crescent Way
Anaheim, CA 92801
Phone/Fax: (714) 999-3602 / (714) 991-0150
Email: nien_n@auhsd.us

TO THE MUNICIPAL ADVISOR:
Chet Wang
Managing Director
Keygent LLC
1730 E. Holly Ave., Suite 762
El Segundo, CA 90245
Phone/Fax: (310) 322-4222 / (866) 335-0114
Email: chet.wang@keygentcorp.com

13. **Choice of Law and Forum.** The construction, interpretation, and enforcement of this Agreement shall be governed by the substantive contract laws of the State of California without regard to its conflict of laws provisions. In the event any provision of this Agreement is unenforceable as a matter of law, the remaining provisions will stay in full force and effect.

14. **Binding Effect; Assignment.** This Agreement shall be binding upon and inure to the benefit of District and Municipal Advisor, their respective successors and permitted assigns; provided however, neither party may assign or transfer any of its rights or obligations hereunder without prior written consent of the other party.

15. **Entire Agreement**. This instrument, including all appendices hereto, contains the entire agreement between the District and Keygent relating to the rights herein granted and obligations herein assumed. This Agreement may not be amended, supplemented or modified except by means of a written instrument executed by both parties.

16. **Severability**. If any provision of this Agreement is, or is held or deemed to be, invalid, inoperative or unenforceable as applied in any particular case in any jurisdiction or jurisdictions because it conflicts with any provisions of any constitution, statute, rule or public policy, or for any other reason, such circumstances shall not make the provision in question invalid, inoperative or unenforceable in any other case or circumstance, or make any other provision or provisions of this Agreement invalid, inoperative or unenforceable to any extent whatever.

17. **Authority**. The undersigned represents and warrants that (s)he has full legal authority to execute this Agreement on behalf of District.

18. **<u>Counterparts</u>**. This Agreement may be executed in counterparts, each of which shall be an original but which taken together, shall constitute one and the same binding instrument. A fax copy or copy of the contract with any revisions appropriately initialed may serve as the original contract.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement on the following date: _____.

ANAHEIM UNION HIGH DISTRICT

By:_____ Date:_____

Nancy Nien, Ph.D.
Assistant Superintendent, Business Services

KEYGENT LLC

By:_____ Date:_____

Chet Wang
Managing Director

APPENDIX A
Scope of Services

Municipal Advisor shall or may undertake some or all of the following activities for or on behalf of District with respect to the Issue(s) in carrying out this engagement, as directed by District.

1. Evaluate options or alternatives with respect to the proposed new Issue(s);

2. Advise District on potential exercise of optional or other call rights, or potential tender offers, for outstanding Issue(s);

3. Advise District on potential refunding or other refinancing opportunities of its outstanding Issue(s);

4. At the District's request, and agreed to in writing by District and Municipal Advisor, Municipal Advisor will review recommendations made by other parties to District with respect to the new Issue(s) or outstanding issues;

5. Review financial and other information regarding District, the proposed Issue(s) and any source of repayment of or security for the Issue(s);

6. Consult with and/or advise District on actual or potential changes in marketplace practices, market conditions, regulatory requirements or other matters that may have an impact on District and its financing plans;

7. Assist District in establishing a plan of financing and establishing the structure, timing, terms and other similar matters concerning the Issue(s), including estimated costs of issuance and savings summary (if refunding);

8. Prepare the financing timeline;

9. Consult and meet with representatives of District and its agents or consultants with respect to the Issue(s) at times and places mutually agreed upon;

10. At the District's request, attend meetings of the District's Board of Trustees and such other meetings as the District may determine necessary. Municipal Advisor may attend such meetings in person or via conference call as mutually agreed between District and Municipal Advisor;

11. Advise District on the manner of sale of the Issue(s);

12. Assist in the gathering of information with respect to financial, statistical and factual information relating to District in connection with the preparation of the preliminary and final official statement;

13. Review the preliminary and final official statement for accuracy relating to the method of sale, structure, terms, and timing of sale of the Issue(s). Municipal Advisor will not be responsible for nor audit the information provided by the District, bond counsel, disclosure counsel, or third parties in the preliminary and final official statements;

14. Arrange for the distribution of the preliminary and final official statements;

15. If the issue is to be sold on a competitive or limited competitive bid basis, assist District in collecting, analyzing and verifying bids submitted by underwriters, resizing the financing as necessary and confirming the terms with the winning bidder;

16. For negotiated sales, review the order book and advise on the acceptability of the underwriter's pricing and offer to purchase;

17. For private placements, work with the District's placement agent to review bids of investors to ensure fair terms and interest rates;

18. At the District's request, procure, on the District's behalf, such other professional services as may be required (such as, trustee, financial printer, verification agent, etc.) to assist the District in successfully completing each Issue.

19. Make arrangements for printing, advertising and other vendor services necessary or appropriate in connection with the Issue;

20. At the time of sale, provide District with relevant data on comparable issues recently or currently being sold nationally and by comparable issuers;

21. Advise District with respect to recommendations made by the underwriter and other interactions between District and the underwriter;

22. Arrange and facilitate visits to, prepare materials for, and make recommendations to District in connection with credit ratings agencies or bond insurers;

23. Work with bond counsel and other transaction participants to prepare and/or review necessary authorizing documentation of District and other documents necessary to finalize and close the Issue; and

24. Coordinate working group sessions, closing, delivery of the new Issue and transfer of funds.

APPENDIX B
G-10 Disclosure of Municipal Advisor

Pursuant to Municipal Securities Rulemaking Board Rule G-10, Investor and Municipal Advisory Client Education and Protection, Municipal Advisors are required to provide certain written information to their municipal entity and obligated person clients which include the following:

- Keygent is currently registered as a Municipal Advisor with the U.S. Securities and Exchange Commission and the Municipal Securities Rulemaking Board.

- Within the Municipal Securities Rulemaking Board ("MSRB") website at www.msrb.org, the District may obtain the Municipal Advisory client brochure that is posted on the MSRB website. The brochure describes the protections that may be provided by the MSRB Rules along with how to file a complaint with financial regulatory authorities.

APPENDIX C
G-42 Disclosure of Municipal Advisor

This disclosure is provided by Keygent LLC ("Municipal Advisor" or "Keygent") to **Anaheim Union High School District** ("District") in connection with the preceding municipal advisory agreement ("Agreement") and is dated as of the same date as the Agreement.

Disclosures of Conflicts of Interest and Other Information

Pursuant to MSRB Rule G-42, Keygent makes the following disclosures with respect to material conflicts of interest and of information regarding certain legal and disciplinary history, together with explanations of how Keygent addresses or intends to manage or mitigate each conflict. Keygent also provides other information that may be material to District's evaluation of Municipal Advisor or the integrity of its personnel.

1. **General Mitigations.** As general mitigations of Municipal Advisor's conflicts, with respect to all of the conflicts disclosed below, Municipal Advisor mitigates such conflicts through its adherence to its fiduciary duty to the District, which includes a duty of loyalty to the District in performing all municipal advisory activities for the District. This duty of loyalty obligates Municipal Advisor to deal honestly and with the utmost good faith with the District and to act in the District's best interests without regard to Municipal Advisor's financial or other interests. Furthermore, Keygent's supervisory structure, leveraging our supervisory processes and practices, provides safeguards against individual representatives of Municipal Advisor potentially departing from their regulatory duties due to personal interests.

2. **Affiliate Conflicts.** Keygent has no known affiliates who have or are expected to provide services to or on behalf of the District that are directly related to Municipal Advisor's activities within the Scope of Services under the Agreement.

3. **Payments to be Retained.** Keygent does not make payments to any municipal advisor registered with the SEC to solicit the District to obtain or retain District's municipal advisory business under the Agreement.

4. **Payments from Third Parties for Recommendations.** Keygent does not receive any payments from third parties to recommend them to the District to provide services to the District.

5. **Fee-Splitting Arrangements.** Keygent does not have any fee-splitting arrangements whereby Keygent pays a portion of the fee it has received from the District for Consulting Services under the Agreement to a third party in connection with services provided by such third party.

6. **Compensation-Based Conflicts.** The forms of compensation for municipal advisors vary according to the nature of the engagement and requirements of the District, among other factors. Various forms of compensation present actual or potential conflicts of interest because they may create an incentive for a municipal advisor to recommend one course of action over another if it is more beneficial to the municipal advisor to do so.

   The compensation paid to Keygent increases the cost of borrowing to District. The increased cost occurs from compensating Keygent for municipal advisory services provided. This cost may or may not be offset by the benefits Keygent brings to the engagement or to the pricing process for the bonds.

a. **Fees**. The fees due under this Agreement are in a fixed amount established pursuant to the Agreement, contingent upon the completion of financings.

b. **Fixed Fee.** The fixed, not-to-exceed fee is established at the outset of the agreement and is usually based upon an analysis by District and Municipal Advisor of, among other things, the expected duration and complexity of the transaction and the Scope of Services to be performed by Municipal Advisor. This form of compensation presents a potential conflict of interest because, if the transaction requires more work than originally contemplated, Municipal Advisor may suffer a loss. Thus, Municipal Advisor may recommend less time-consuming alternatives, or fail to do a thorough analysis of alternatives. This conflict of interest is mitigated by the general mitigations described above. In addition, Keygent's continuous supervision over its municipal advisory activities provides additional controls that will help identify activities inconsistent with Keygent's core values and its regulatory duties to all clients.

c. **Contingent Fee.** Under a contingent fee form of compensation, payment of a municipal advisor's fee is dependent upon the successful completion of a financing or other transaction. Although this form of compensation may be customary for the District, it presents a conflict because the municipal advisor may have an incentive to recommend unnecessary financings or financings that are disadvantageous to the District. For example, when facts or circumstances arise that could cause the financing or other transaction to be delayed or fail to close, a municipal advisor may have an incentive to discourage a full consideration of such facts and circumstances, or to discourage consideration of alternatives that may result in the cancellation of the financing or other transaction. This conflict of interest is mitigated by the general mitigations described above. In addition, Keygent's continuous supervision over its municipal advisory activities provides additional controls that will help identify activities inconsistent with Keygent's core values and its regulatory duties to all clients.

7. **Other Services Provided to District.** Keygent provides dissemination agent services to District under a separate and independent contract. Although the provision by Municipal Advisor of both municipal advisory and dissemination agent services may be customary, it presents a potential conflict because the municipal advisor may have an incentive to recommend additional financings to increase filing fees under the dissemination agent agreement. This conflict is mitigated by annual filings fee capped at $6,000 and the general mitigations described above.

8. **Other Municipal Advisor Relationships.** Municipal Advisor serves other clients that may from time to time have interests that could have a direct or indirect impact on the interests of District. For example, Municipal Advisor serves as municipal advisor to other clients and in such cases, owes a regulatory duty to such other clients just as it does to District under this Agreement. These other clients may, from time to time and depending on the specific circumstances, have competing interests, such as accessing the new issue market with the most advantageous timing and with limited competition at the time of the offering. In acting in the interests of its various clients, Municipal Advisor could potentially face a conflict of interest arising from these competing client interests. At this time, Municipal Advisor is not serving other clients with known competing interests. If this should change, Keygent will notify the District and will manage the conflict by fulfilling its regulatory duty and mitigate such conflict through dealing honestly and with the utmost good faith with all of its clients, including the District.

9. **Other Conflicts of Interest.** Municipal Advisor is not aware of any other conflicts of interest in connection with the Agreement.

10. **Related Disclosures Relevant to District.**

    a. **Municipal Bond Holdings.** Keygent's employees may hold brokerage accounts with broker dealers and/or investment companies that are active participants in California municipal bonds. Keygent employees are not permitted to purchase primary or secondary offerings of municipal securities of our clients. Prior to Keygent's engagement by the District, Keygent employees may have held municipal securities of the District, but, to the extent that they previously held such securities, they have since liquidated them. Keygent employees may hold municipal securities of other municipal agencies. The District shall retain the sole right to recuse any Keygent employees from any business meetings, discussions or situations that may present a conflict of interest.

11. **Legal or Disciplinary Events.** Municipal Advisor is not aware of any legal or disciplinary events that may be material to the District's evaluation of Municipal Advisor or advisory personnel or that should be disclosed on any Form MA or Form MA-I filed with the U.S. Securities and Exchange Commission ("SEC") except as described herein. A regulatory action disclosure is filed on Form MA for Municipal Advisor and two of its municipal advisory personnel on Form MA-I, relating to a 2016 SEC order, the details of which are available on Form MA in Item 9; C(2), C(3), C(4) and C(5) and accompanying Regulatory Action DRP (accession number 0001612599-16-000018) and in each Form MA-I in Item 6; C(2), C(3), C(4) and C(5) and the accompanying Regulatory Action DRP (accession numbers 0001612599-16-000019 and 0001612599-16-000020).

    To ensure that a similar event does not reoccur, Municipal Advisor has enhanced its supervisory and compliance practices and regularly monitors adherence to policies and procedures relating to municipal advisory activities. In addition, Municipal Advisor no longer maintains an advisory board, and employs a dedicated Chief Compliance Officer to oversee and implement Municipal Advisor's compliance program.

    a. **How to Access Form MA and Form MA-I Filings.** Municipal Advisor's most recent Form MA and each most recent Form MA-I filed with the SEC are available on the SEC's EDGAR system at https://www.sec.gov/cgi-bin/browse-edgar?company=keygent+llc&owner=exclude&action=getcompany.

    b. **Most Recent Change in Legal or Disciplinary Event Disclosure.** The date of the most recent legal or disciplinary change to Form MA is June 14, 2016 (accession number 0001612599-16-000018) and to the Form MA-I's is June 23, 2016 (accession numbers 0001612599-16-000019 and 0001612599-16-000020) for the matter described in item 11 above.

12. **Future Supplemental Disclosures.** As required by MSRB Rule G-42, this notice may be supplemented or amended, from time to time as needed, to reflect changed circumstances resulting in new conflicts of interest or changes in the conflicts of interest described above, or to provide updated information with regard to other information of Municipal Advisor. Municipal Advisor will provide the District with any such supplement or amendment as it becomes available throughout the term of the Agreement.

DISCLOSURE DISSEMINATION AGENT AGREEMENT

This Disclosure Dissemination Agent Agreement (the "Agreement") is entered into between Keygent LLC (hereinafter "Dissemination Agent" or "Keygent") and Anaheim Union High School District (hereinafter "District") effective on the date the Agreement is executed by the District (the "Effective Date").

SECTION 1. DEFINITIONS.

The capitalized terms shall have the following meanings:

"Annual Report" means an Annual Report described in and consistent with the Issuer's Continuing Disclosure Agreement(s) pursuant to the Bonds.

"Annual Filing Date" means the date, set in the Issuer's Continuing Disclosure Agreement(s) with respect to the Bonds by which the Annual Report is to be filed with the Repository.

"Annual Financial Information" means annual financial information as such term is used in paragraph (b)(5)(i) of the Rule.

"Audited Financial Statements" means the financial statements (if any) of the Issuer for the prior fiscal year, certified by an independent auditor as prepared in accordance with generally accepted accounting principles or otherwise, as such term is used in paragraph (b)(5)(i) of the Rule.

"Bonds" means the bonds as listed on the attached Exhibit A, with the CUSIP numbers relating thereto.

"CDIAC" means the California Debt and Investment Advisory Commission.

"CDIAC Report" means the annual debt transparency report due to CDIAC by January 31st each year for debt issued after January 21, 2017.

"Certification" means a written certification of compliance signed by the Disclosure Representative stating that the Annual Report, Audited Financial Statements, Voluntary Report or Notice Event notice delivered to the Disclosure Dissemination Agent is the Annual Report, Audited Financial Statements, Voluntary Report or Notice Event notice required to be submitted to the Repository contained in the Continuing Disclosure Agreement(s) with respect each series of Bonds. A Certification shall accompany each such document submitted to the Disclosure Dissemination Agent by the Issuer and include the full name of the Bonds and the CUSIP numbers for all Bonds to which the document applies.

"Continuing Disclosure" means the District's obligations under the Rule, including the District's obligation to file its Annual Report and Notice Event notice when necessary.

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El Segundo, CA 90245
P: 310.322.4222
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"Disclosure Representative" means the Superintendent, or Assistant Superintendent, Business Services of the Issuer or his or her designee, or such other person as the Issuer shall designate in writing to the Disclosure Dissemination Agent from time to time as the person responsible for providing Information to the Disclosure Dissemination Agent.

"Disclosure Dissemination Agent" means Keygent LLC, acting in its capacity as disclosure dissemination agent for Continuing Disclosure and the CDIAC Report.

"Holder**"** means any person (a) having the power, directly or indirectly, to vote or consent with respect to, or to dispose of ownership of, any Bonds (including persons holding Bonds through nominees, depositories or other intermediaries) or (b) treated as the owner of any Bonds for federal income tax purposes.

"Information" means the Annual Financial Information, the Audited Financial Statements (if any) the Notice Event notices, and the Voluntary Reports.

"MSRB" means the Municipal Securities Rulemaking Board established pursuant to Section 15B(b)(1) of the Securities Exchange Act of 1934.

"Notice Event" means an event listed in the Issuer's Continuing Disclosure Agreement(s) with respect to the Bonds.

"Official Statement" means that Official Statement prepared by the Issuer in connection with each series of Bonds, as listed on the attached Appendix A.

"Repository" shall mean the MSRB, which can be found at http://emma.msrb.org/, or any other repository of disclosure information that may be designated by the Securities and Exchange Commission as such for purposes of the Rule in the future.

"Rule" means the Rule 15c2-12 of the United States Securities and Exchange Commission under the Securities and Exchange Act of 1934.

"State Repository" shall mean any public or private repository or entity designated by the State of California, if any, as a state repository for the purpose of the Rule and recognized as such by the Securities and Exchange Commission.

"Trustee" means the institution identified in each respective series of Bonds.

"Voluntary Report" means the information provided to the Disclosure Dissemination Agent by the Issuer as described in the Issuer's Continuing Disclosure Agreement(s) with respect to the Bonds.

SECTION 2. REPORTING DUTIES.

1. Reporting Duties for Continuing Disclosure.

(a) The Issuer shall provide, annually, an electronic or paper copy of the Annual Report and Certification to the Disclosure Dissemination Agent, together with a copy for the Trustee, not later than 30 days prior to the Annual Filing Date. Promptly upon receipt of a copy of the Annual Report and the Certification, the Disclosure Dissemination Agent shall provide an Annual Report to the Repository. The Annual Report may be submitted as a single document or as separate documents comprising a package, and may cross-reference other information.

(b) If on the fifteenth (15th) day prior to the Annual Filing Date, the Disclosure Dissemination Agent has not received a copy of the Annual Report and Certification, the Disclosure Dissemination Agent shall contact the Disclosure Representative by telephone and in writing (which may be by e-mail) to remind the Issuer of its undertaking to provide the Annual Report pursuant to Section 2.1.(a). Upon such reminder, the Disclosure Representative shall either (i) provide the Disclosure Dissemination Agent with a copy of the Annual Report and the Certification) no later than three (3) business days prior to the Annual Filing Date, or (ii) instruct the Disclosure Dissemination Agent in writing that the Issuer will not be able to file the Annual Report within the time required under this Agreement, state the date by which the Annual Report for such year will be provided and instruct the Disclosure Dissemination Agent that a Notice Event stating that the Issuer has failed to provide annual financial information as required has occurred and to immediately send a notice to the Repository in substantially the form attached as Exhibit B.

(c) If the Disclosure Dissemination Agent has not received an Annual Report and Certification by 12:00 noon (California time) on the first business day following the Annual Filing Date for the Annual Report, a Notice Event that the Issuer has failed to provide annual financial information as required shall have occurred and the Issuer irrevocably directs the Disclosure Dissemination Agent to immediately send a notice to the Repository in substantially the form attached as Exhibit B.

(d) If Audited Financial Statements of the Issuer are prepared but not available prior to the Annual Filing Date, the Issuer shall, when the Audited Financial Statements are available, provide in a timely manner a copy to the Disclosure Dissemination Agent, accompanied by a Certificate, together with a copy for the Trustee, for filing with the Repository.

(e) The Disclosure Dissemination Agent shall:

(i) determine the name and address of each Repository each year prior to the Annual Filing Date;
(ii) assist the Issuer with determining what is required to be included in the Annual Report and when it is due to the Repository;
(iii) provide a template of tables to complete, a list of data to provide and questions to be answered in preparing the Annual Report;
(iv) upon receipt, promptly file each Annual Report received under Section 2.1.(a) with the Repository;

(v) upon receipt, promptly file each Audited Financial Statement received under Section 2.1.(d) with the Repository;
(vi) upon receipt, promptly file the text of each disclosure to be made with the Repository together with a completed copy of the Event Notice Cover Sheet in the form attached as Exhibit C, describing the event by checking the applicable box when filing pursuant to the Notice Event Section contained in the Issuer's Continuing Disclosure Agreement(s) with respect to the Bonds;
(vii) provide the Issuer evidence of the filings of each of the above when made, which shall be by means of the Keygent system, for so long as Keygent is the Disclosure Dissemination Agent under this Agreement;
(viii) send quarterly material events questionnaires; and
(ix) maintain or cause to be maintained for at least five (5) years, a record of the Annual Report.

2. Reporting Duties for CDIAC Reports.

(a) The Disclosure Dissemination Agent shall:

(i) determine the data required to be filed in the CDIAC Report and when it is due to CDIAC;
(ii) provide to the District a template of tables to complete, a list of data to provide, and/or questions to be answered in order to file the report timely. Such requested information may include information about debt issued during the reporting period, use of proceeds, amount spent and unspent, and purposes for which it was spent;
(iii) gather the remaining data to be included in the report. Such data may include the following information:
    a. Debt authorized, including amounts issued, lapsed, and not yet issued at the start and end of the reporting period.
    b. Information about debt outstanding, including amount paid during the reporting period and balances at the start and end of the reporting period.
(iv) upon receipt of District data, promptly file the CDIAC Report with CDIAC using any method acceptable to CDIAC;
(v) provide the Issuer evidence of the filing when made, which shall be by means of the Keygent system, for so long as Keygent is the Disclosure Dissemination Agent under this Agreement; and
(vi) maintain or cause to be maintained for at least five (5) years, a record of the annual CDIAC Report.

SECTION 3. CONTENT OF THE ANNUAL REPORT.

Each Annual Report shall contain the requisite information in accordance with the Continuing Disclosure Agreements with respect to the Bonds.

SECTION 4. REPORTING OF NOTICE EVENTS.

(a) The Issuer shall promptly notify the Disclosure Dissemination Agent in writing upon the occurrence of a Notice Event as defined in the Issuer's Continuing Disclosure Agreement(s) with

respect to the Bonds. Such notice shall instruct the Disclosure Dissemination Agent to report the occurrence pursuant to Section 4(c). Such notice shall be accompanied with the text of the disclosure that the Issuer desires to make, the written authorization of the Issuer for the Disclosure Dissemination Agent to disseminate such information, and the date the Issuer desires for the Disclosure Dissemination Agent to disseminate the information.

(b) The Disclosure Dissemination Agent is under no obligation to notify the Issuer or the Disclosure Representative of an event that may constitute a Notice Event. In the event the Disclosure Dissemination Agent so notifies the Disclosure Representative, the Disclosure Representative will within five business days of receipt of such notice, instruct the Disclosure Dissemination Agent that (i) a Notice Event has not occurred and no filing is to be made or (ii) a Notice Event has occurred and the Disclosure Dissemination Agent is to report the occurrence pursuant to Section 4(c), together with the text of the disclosure that the Issuer desires to make, the written authorization of the Issuer for the Disclosure Dissemination Agent to disseminate such information, and the date the Issuer desires for the Disclosure Dissemination Agent to disseminate the information.

(c) If the Disclosure Dissemination Agent has been instructed by the Issuer as prescribed in Sections 4(a) or 4(b)(ii) to report the occurrence of a Notice Event, the Disclosure Dissemination Agent shall promptly file a notice of such occurrence with the Repository in accordance with Section 2.1(e)(vi) hereof.

SECTION 5. CUSIP NUMBERS.

Whenever providing information to the Disclosure Dissemination Agent, including but not limited to Annual Reports, documents incorporated by reference to the Annual Reports, Audited Financial Statements, notices of Notice Events, and Voluntary Reports, the Issuer shall indicate the full name of the series of Bonds and CUSIP numbers for the Bonds as to which the provided information relates.

SECTION 6. ADDITIONAL DISCLOSURE OBLIGATIONS.

The Issuer acknowledges and understands that other state and federal laws, including but not limited to the Securities Act of 1933 and Rule 10b-5 promulgated under the Securities Exchange Act of 1934, may apply to the Issuer, and that the failure of the Disclosure Dissemination Agent to so advise the Issuer shall not constitute a breach by the Disclosure Dissemination Agent of any of its duties and responsibilities under this Agreement. The Issuer acknowledges and understands that the duties of the Disclosure Dissemination Agent relate exclusively to execution of the mechanical tasks of disseminating information.

SECTION 7. VOLUNTARY REPORTS.

(a) The Issuer may instruct the Disclosure Dissemination Agent to file information with the Repository, from time to time pursuant to a Certification of the Disclosure Representative accompanying such information (a “Voluntary Report”).

(b) Nothing in this Agreement shall be deemed to prevent the Issuer from disseminating any other information through the Disclosure Dissemination Agent using the means of dissemination set forth in this Agreement or including any other information in any Annual Report, Annual Financial Statement, Voluntary Report or Notice Event notice, in addition to that required by this Agreement. If the Issuer chooses to include any information in any Annual Report, Annual Financial Statement, Voluntary Report or Notice Event notice in addition to that which is specifically required by the Continuing Disclosure Agreements with respect to the Bonds.

SECTION 8. APPOINTMENT OF DISCLOSURE DISSEMINATION AGENT.

(a) The Issuer hereby appoints Keygent LLC as exclusive Disclosure Dissemination Agent related to the reports described in Section 2. This appointment shall be in regards to each series of Bonds as listed on the attached Exhibit A and any additional financings issued by the Issuer after the date of this Agreement (unless otherwise exempt from a particular financing requirement).

(b) The initial term of Keygent's appointment as Dissemination Agent shall be five years and, subsequently, shall renew annually on the anniversary date of this agreement unless Section 8(c) of this agreement is invoked. The term of this Agreement shall not extend beyond the final maturity of the Bonds.

(c) Either party may terminate this Agreement at any time by giving the other party sixty (60) days written notice of termination. Upon termination of Keygent's services as Disclosure Dissemination Agent, whether by notice of the Issuer or Keygent, the Issuer agrees to appoint a successor Disclosure Dissemination Agent or, alternately, agrees to assume all responsibilities of Disclosure Dissemination Agent under this Agreement for the benefit of the Holders of the Bonds. Notwithstanding any replacement or appointment of a successor, the Issuer shall remain liable until payment in full for any and all sums owed and payable to the Disclosure Dissemination Agent.

SECTION 9. DUTIES, IMMUNITIES AND LIABILITIES OF DISCLOSURE DISSEMINATION AGENT.

(a) The Disclosure Dissemination Agent shall have only such duties as are specifically set forth in this Agreement. The Disclosure Dissemination Agent's obligation to deliver the information at the times and with the contents as set forth in the Continuing Disclosure Agreements and as required by the CDIAC Report with respect to the Bonds shall be limited to the extent the Issuer has provided such information to the Disclosure Dissemination Agent. The Disclosure Dissemination Agent shall have no duty with respect to the content of any disclosures or notice made pursuant to the terms hereof. The Disclosure Dissemination Agent shall have no duty or obligation to review or verify any Information or any other information, disclosures or notices provided to it by the Issuer and shall not be deemed to be acting in any fiduciary capacity for the Issuer, the Holders of the Bonds or any other party. The Disclosure Dissemination Agent shall have no responsibility for the Issuer's failure to report to the Disclosure Dissemination Agent a Notice Event or a duty to determine the materiality thereof. The Disclosure Dissemination Agent shall have no duty to determine, or liability for failing to determine, whether the Issuer has complied with this Agreement. The Disclosure Dissemination Agent may conclusively rely upon certifications of the Issuer at all times.

THE ISSUER AGREES TO INDEMNIFY AND SAVE THE DISCLOSURE DISSEMINATION AGENT AND ITS RESPECTIVE OFFICERS, DIRECTORS, EMPLOYEES AND AGENTS, HARMLESS AGAINST ANY LOSS, EXPENSE AND LIABILITIES WHICH THEY MAY INCUR ARISING OUT OF OR IN THE EXERCISE OR PERFORMANCE OF THEIR POWERS AND DUTIES HEREUNDER, INCLUDING THE COSTS AND EXPENSES (INCLUDING ATTORNEYS FEES) OF DEFENDING AGAINST ANY CLAIM OF LIABILITY, BUT EXCLUDING LIABILITIES DUE TO THE DISCLOSURE DISSEMINATION AGENT'S GROSS NEGLIGENCE OR WILLFUL MISCONDUCT.

(b) The Disclosure Dissemination Agent may, from time to time, consult with legal counsel (either in-house or external) of its own choosing in the event of any disagreement or controversy, or question or doubt as to the construction of any of the provisions hereof or its respective duties hereunder, and neither of them shall incur any liability and shall be fully protected in acting in good faith upon the advice of such legal counsel. The fees and expenses of such counsel shall be payable by the Issuer.

SECTION 10. OUTSIDE INTERESTS.

(a) Municipal Bond Holdings. Keygent's employees may hold brokerage accounts with broker dealers and/or investment companies that are active participants in California municipal bonds. Keygent employees are not permitted to purchase primary offerings of municipal securities of our clients. Prior to Keygent's engagement by the District, Keygent employees may have held municipal securities of the District, but, to the extent that they previously held such securities, they have since liquidated them. Keygent employees may hold municipal securities of other municipal agencies. The District shall retain the sole right to recuse any Keygent employees from any business meetings, discussions or situations that may present a conflict of interest.

(b) Insurance. Keygent carries general business insurance, professional liability insurance and workers' compensation insurance. A copy of Keygent's insurance policies with coverage amounts will be made available upon written request.

(c) Other Services. In addition to providing dissemination agent services to municipal clients, Keygent offers municipal bond financial advisory services. Keygent's municipal advisory services are distinct from Keygent's dissemination agent services and require separate, independent contracts in order for Keygent to engage in such services.

SECTION 11. FEES.

(a) Annual Dissemination Fee. In accordance with the Fee Schedule attached as Exhibit D, the Issuer shall pay fees to Keygent for the performance of dissemination services in connection with this Agreement. The fees shall be due and payable within 30 days of billing.

(b) Disclosure Consulting Services. Fees for consulting services, outside of the scope of those described in Section 2, to assist the Issuer in complying with its disclosure obligations in connection with the Bonds will be billed to the District at the rates agreed upon by the District Representative and Keygent prior to the commencement of such services. Before any such services are performed, the District Representative and Keygent will specify the respective

services, the terms, and an estimate of the fees therefore, and the District Representative and Keygent will enter into a written agreement for those additional services.

(c) Out of Pocket Expenses. The Issuer shall be responsible for payment of third party services and/or information ordered by Keygent as directed by the Issuer.

SECTION 12. NOTICE.

All notices and demands of any kind that either party may be required or desires to serve upon the other party shall be addressed as follows:

To the Issuer:

Nancy Nien, Ph.D.
Assistant Superintendent, Business Services
Anaheim Union High School District
501 Crescent Way
Anaheim, CA 92801
Phone/Fax: (714) 999-3602 / (714) 991-0150
Email: nien_n@auhsd.us

To Keygent:

Chet Wang
Managing Director
Keygent LLC
1730 E. Holly Ave., Suite 762
El Segundo, CA 90245
Phone: (310) 322-4222
Email: chet.wang@keygentcorp.com

In the event that any of the above information changes for either party, written notice shall be given the to the other party as soon as practicable. The updated information will be effective upon receipt by the other party.

SECTION 13. AMENDMENT; WAIVER.

Notwithstanding any other provision of this Agreement, the Issuer and the Disclosure Dissemination Agent may amend this Agreement and any provision of this Agreement may be waived, if such amendment or waiver would not, in and of itself, cause the undertakings herein to violate the Rule if such amendment or waiver had been effective on the date hereof but taking into account any subsequent change in or official interpretation of the Rule; provided neither the Issuer or the Disclosure Dissemination Agent shall be obligated to agree to any amendment modifying their respective duties or obligations without their consent thereto.

Notwithstanding the preceding paragraph, the Disclosure Dissemination Agent shall have the right to adopt amendments to this Agreement necessary to comply with modifications to and interpretations of

the provisions of the Rule as announced by the Securities and Exchange Commission from time to time by giving not less than 20 days written notice of the intent to do so together with a copy of the proposed amendment to the Issuer. No such amendment shall become effective if the Issuer shall, within 10 days following the giving of such notice, send a notice to the Disclosure Dissemination Agent in writing that it objects to such amendment.

SECTION 14. BENEFICIARIES.

This Agreement shall inure solely to the benefit of the Issuer and the Disclosure Dissemination Agent, and shall create no rights in any other person or entity.

SECTION 15. GOVERNING LAW.

This Agreement shall be governed by the laws of the State of California.

SECTION 16. COUNTERPARTS.

This Agreement may be executed in several counterparts, each of which shall be an original and all of which shall constitute but one and the same instrument.

****

Keygent and the Issuer have caused this Disclosure Dissemination Agent Agreement to be executed, on the date first written above, by their respective officers duly authorized.

ANAHEIM UNION HIGH SCHOOL DISTRICT

By:_____ Date: _____
Nancy Nien, Ph.D.
Assistant Superintendent, Business Services

KEYGENT LLC

By:_____ Date: _____
Chet Wang
Managing Director

EXHIBIT A
OUTSTANDING FINANCINGS

Election of 2002 Series A General Obligation Bonds

Election of 2002, Series 2003 General Obligation Bonds

2012 General Obligation Refunding Bonds

General Obligation Bonds, Election of 2014, Series 2018

General Obligation Bonds, Election of 2014, Series 2019

2024 General Obligation Refunding Bonds

General Obligation Bonds, Election of 2024, Series A

EXHIBIT B
NOTICE TO REPOSITORY OF FAILURE TO FILE ANNUAL REPORT

Issuer: _____
Obligor: _____
Name of Bond Issue: _____
Date of Issuance: _____

NOTICE IS HEREBY GIVEN that the Issuer has not provided an Annual Report with respect to the above-named Bonds as required by the Agreement, dated as of _____, between the Issuer and Keygent LLC, as Disclosure Dissemination Agent. The Issuer has notified the Disclosure Dissemination Agent that it anticipates that the Annual Report will be filed by _____.

Dated: _____
Keygent LLC, as
Disclosure Dissemination Agent, on behalf of the Issuer

_____
cc: Issuer
Obligated Person

EXHIBIT C
EVENT NOTICE COVER SHEET

This cover sheet and material event notice will be sent to the Municipal Securities Rulemaking Board pursuant to Securities and Exchange Commission Rule 15c2-12(b)(5)(i)(C) and (D).

Issuer's and/or Other Obligated Person's Name:

_____

Issuer's Six-Digit CUSIP Number:

_____

or Nine-Digit CUSIP Number(s) of the bonds to which this material event notice relates:

_____

Description of Material Event Notice (Check One):

1. ___ Principal and interest payment delinquencies
2. ___ Non-Payment related defaults
3. ___ Unscheduled draws on debt service reserves reflecting financial difficulties
4. ___ Unscheduled draws on credit enhancements reflecting financial difficulties
5. ___ Substitution of credit or liquidity providers, or their failure to perform
6. ___ Adverse tax opinions or events affecting the tax-exempt status of the security
7. ___ Modifications to rights of securities holders
8. ___ Bond calls
9. ___ Defeasances
10. ___ Release, substitution, or sale of property securing repayment of the securities
11. ___ Rating changes
12. ___ Mergers, consolidations, acquisitions, the sale of all or substantially all of the assets of the obligated person or their termination, if material
13. ___ Appointment of a successor or additional trustee or the change of the name or a bank trustee, if material
14. ___ Failure to provide annual financial information as required
15. ___ Incurrence of a financial obligation of the obligated person, if material, or agreement to covenants, events of default, remedies, priority rights, or other similar terms of a financial obligation of the obligated person, any of which affect security holders, if material; and
16. ___ Default, event of acceleration, termination event, modification of terms, or other similar events under the terms of a financial obligation of the obligated person, any of which reflect financial difficulties.
17. ___ Other material event notice (specify)_____

EXHIBIT D
DISCLOSURE DISSEMINATION AGENT FEE SCHEDULE

Continuing Disclosure	
Annual Filing Fees*	$500 per financing with a minimum annual fee of $2,000 and a maximum annual fee of $6,000 if number of outstanding financings exceed 12 (see Exhibit A for list of currently outstanding or pending financings)
Material Event Filing Fees	$500 per occurrence (covers all outstanding financings of the District that require filing)

CDIAC Report	
Annual Filing Fee*	$500 per financing (filing only required for debt issued after January 21, 2017)

*Please note that any reporting information that is needed from third party vendors will be billed back to the District at cost.

AGREEMENT

BETWEEN

COLLEEN PATTERSON

AND

ANAHEIM UNION HIGH SCHOOL DISTRICT

TO PROVIDE

BUSINESS CONSULTING SERVICES

THIS AGREEMENT is made and entered into this 12th day of June 2025 by and between Colleen Patterson with her principal office located at 2830 Canto Nubiado, San Clemente, CA 92673, hereafter referred to as "Consultant" and the ANAHEIM UNION HIGH SCHOOL DISTRICT (AUHSD), 501 Crescent Way, Anaheim, CA 92801, hereinafter referred to as "the District."

WHEREAS, the District is in need of special services and advice related to school fiscal and business matters; and

WHEREAS, such services and advice are not available without cost from public agencies; and

WHEREAS, the Consultant is specially trained, experienced and competent to provide the special services and advice required; and

WHEREAS, such services are needed on a limited basis;

NOW, THEREFORE, the parties hereto agree as follows:

1. SERVICES TO BE PROVIDED BY CONSULTANT: Colleen Patterson to provide consultant services and report directly to the District's Assistant Superintendent. As part of the Agreement, Colleen Patterson will consult with the Assistant Superintendent of AUHSD. The services will be provided on an as needed basis to assist on an independent contractor basis with the District.

2. The Consultant will be available from July 1, 2025, through June 30, 2026 (the "Term"). Consistent with an independent contractor relationship, Consultant will determine acceptance of requested consulting tasks, and control the location, hours and days when she is available. Consultant will also determine the method, details and means of performing the above-described services, and will maintain a log of tasks done and hours worked. Consultant will not be obligated to work in excess of 35 hours per week nor any particular hours or days. During the term of this Agreement Consultant is free and able to work, consult with or advise other employing or engaging parties in her sole discretion, including work for charitable organizations, charter schools or schools in which she is, or becomes currently involved. Consultant understands that she is not an employee of the District during the Term of this Agreement.
3. The District will prepare and furnish to the Consultant upon request such information as is reasonably necessary to the successful performance of the Consultant.
4. The District shall compensate Colleen Patterson during the Term at the rate of $125 per hour, not to exceed $20,000, excluding all expenses such as mileage, parking, transportation, lodging, meals, and materials. Payment shall be made after submission of an invoice to the District. The Consultant shall not be entitled to receive any additional compensation, benefits or other consideration for services under this Consulting Agreement, and is solely and directly responsible for any tax related obligations arising out of the consideration received for consulting services.
5. CONSULTANT agrees to carry a comprehensive general insurance policy with limits of one million dollars ($1,000,000) per occurrence combined single limit in a form mutually acceptable to both parties to protect CONSULTANT and the District against liability or claims of liability which may arise out of the AGREEMENT. In addition, CONSULTANT agrees to provide an endorsement to this policy stating, "Such insurance as is afforded by this policy shall be primary and any insurance carried by the District shall be excess and noncontributory." No later than the actual

start date, CONSULTANT shall provide the District with certificates of insurance evidencing coverage and endorsements required hereunder including a thirty (30) day written notice of cancellation or reduction in coverage. CONTRACTOR agrees to name the District and its board, officers, agents and employees as additional insured under said policy.

6. Indemnification. Each party shall defend any third party claim against the other party arising from the death of or physical injury to any person or damage to the indemnified party's property to the extent proximately caused by the negligence of the indemnifying respective officers, directors and employees from and against damages, liabilities and reasonable costs and expenses, including reasonable legal fees incurred in connection therewith.
7. The District may at any time, for any reason, choose not to implement this agreement and compensate Consultant only for services rendered to the date of notice. Written notice by the District's Superintendent, or designee shall be sufficient to stop further performance of services by Consultant. The notice shall be deemed given when received or no later than three days after the day of mailing whichever is sooner.
8. This Consulting agreement is not assignable without written consent of the parties hereto.
9. Consultant shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances including worker's compensation.

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

CONSULTANT:	Anaheim Union High School District:
by Colleen Patterson Colleen Patterson (May 28, 2025 12:19 PDT)	by _____
Colleen Patterson Consultant	Nancy Nien Assistant Superintendent
5/28/25 (Date)	_____ (Date)

EXHIBIT W

Agreement Number: 10007493

ANAHEIM UNION HIGH SCHOOL DISTRICT
ELECTRONIC DOCUMENT MANAGEMENT SYSTEM
(IMAGING, SCANNING AND WORKFLOW)
SOFTWARE SUPPORT SERVICE AGREEMENT

This AGREEMENT is hereby made and entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92628, hereinafter referred to as SUPERINTENDENT, and the Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. The SUPERINTENDENT will provide professional services for the operation of a web based imaging/scanning/workflow system. SUPERINTENDENT'S staff will configure an imaging/scanning/workflow system to meet the DISTRICT'S requirements for workflow, document archival and retrieval. The imaging/scanning/workflow system and all images/data will be maintained on servers and storage at SUPERINTENDENT'S office. SUPERINTENDENT'S imaging/scanning/workflow system service will include on-going training services for present and future employees, future software enhancements and support services. DISTRICT'S staff is responsible for scanning all images on a local scanner.

2.0 USE. SUPERINTENDENT grants DISTRICT a non-exclusive, non-assignable limited license to the imaging/scanning/workflow system software solely for use by DISTRICT internally, and only for workflow, capturing, storing, processing and accessing DISTRICT'S own data.

DISTRICT will have the right to use the imaging/scanning/workflow system as long as the imaging/scanning/workflow system is maintained and supported by the SUPERINTENDENT.

3.0 NETWORK INFRASTRUCTURE. The network standard protocol is TCP/IP. Each DISTRICT site that uses the imaging/scanning/workflow system must have a Local Area Network (LAN) connected via the DISTRICT office. DISTRICT will, at DISTRICT'S sole expense connect to SUPERINTENDENT'S County-wide computer network via high speed data circuit and data communication devices for the services set forth in this AGREEMENT. DISTRICT costs associated with connectivity will be invoiced separately according to the terms of the DISTRICT'S Network Support Service Agreement with SUPERINTENDENT. DISTRICT will access imaging/scanning/workflow system software from DISTRICT desktop computers through the DISTRICT'S LAN and from similar desktop computers located at each of the DISTRICT'S school sites.

4.0 ANNUAL SOFTWARE SUPPORT SERVICES.

A. SUPERINTENDENT agrees to provide DISTRICT access to the imaging/scanning/workflow applications via a leased high speed data circuit to the SUPERINTENDENT'S servers located at 200 Kalmus Drive, Costa Mesa.

B. The DISTRICT shall be entitled to ongoing software support and assistance during normal business hours, provided however, that the availability or performance of this software support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT. SUPERINTENDENT'S technical support via telephone shall be provided to DISTRICT without charge Monday

through Friday from 8:00 a.m. - 5:00 p.m., excluding SUPERINTENDENT'S holidays.

C. SUPERINTENDENT may, upon mutual agreement of the parties, provide other services which may include but not be limited to: Application Integration, and other software assistance. The DISTRICT shall pay SUPERINTENDENT for such additional services at a rate of One hundred fifty dollars ($150.00) per hour.

5.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

6.0 TERM. The term of this AGREEMENT shall commence beginning July 1, 2025, and ending June 30, 2026, subject to termination as set forth in this AGREEMENT.

7.0 PAYMENT.

A. Implementation. DISTRICT agrees to pay SUPERINTENDENT for implementation of the imaging/scanning/workflow System the sum of One hundred twenty-five dollars ($125.00) per hour. Payment shall be made upon execution of this AGREEMENT and receipt of an itemized invoice from SUPERINTENDENT. Any additional implementation services requested by DISTRICT will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour. Changes, updates and additional customization to imaging/scanning/workflow will be billed to DISTRICT at the rate of One hundred fifty dollars ($150.00) per hour.

B. Annual Support Service Fees. DISTRICT agrees to pay SUPERINTENDENT annual support fees for the imaging/scanning/workflow system the base amount of Seven thousand four hundred fifty-two dollars ($7,452.00) per year based on DISTRICT'S ADA. This amount includes imaging/scanning/workflow licensing and software maintenance purchased by SUPERINTENDENT for DISTRICT, and includes unlimited images per year, support for scanners and workflow. Payment shall be made upon execution of this AGREEMENT and receipt of an invoice from SUPERINTENDENT. There is no additional annual support fee to use the imaging/scanning/workflow system. SUPERINTENDENT shall evaluate support fees annually, for possible upward or downward adjustments, based on SUPERINTENDENT'S actual costs to support the hardware and software. SUPERINTENDENT will provide DISTRICT written notice of the

annual support service fees due for the renewal period ninety (90) days prior to the end of each renewal period.

8.0 HARDWARE EQUIPMENT REQUIREMENTS. Local hardware for the imaging/scanning/workflow system services, such as desktop computers, monitors and scanners are the responsibility of the DISTRICT. Each DISTRICT site that uses SUPERINTENDENT'S imaging/scanning/workflow system must have a scanner connected to a Local Area Network connected via the DISTRICT office.

9.0 TRAINING. SUPERINTENDENT will provide on-going training services for present and future employees as determined by SUPERINTENDENT and DISTRICT to assist DISTRICT personnel in the use and operation of the software to enable DISTRICT to make optimum use of the imaging/scanning/workflow system. Training will be provided at DISTRICT'S office between the hours of 8:00 a.m. and 5:00 p.m. Monday through Friday, excluding SUPERINTENDENT'S holidays.

10.0 FUTURE MODULES/OPTIONS. SUPERINTENDENT may offer additional imaging/scanning/workflow system modules and optional services in the future. Each new capacity may have an additional charge. Proposals will be provided upon DISTRICT request and availability.

11.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate

to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

12.0 HOLD HARMLESS

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

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

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

13.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination because of race, color, religious creed, national origin, ancestry, physical handicap, medical

condition, marital status, or sex of such persons.

14.0 APPLICABLE LAW. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules and regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

15.0 ASSIGNMENT. DISTRICT or SUPERINTENDENT shall not subcontract or assign the performance of any of the services in this AGREEMENT without prior written approval of the other party.

16.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

17.0 TERMINATION. SUPERINTENDENT or DISTRICT may terminate this AGREEMENT with or without cause, upon the giving of thirty (30) days prior written notice to the other party. Upon termination of this AGREEMENT by either party, SUPERINTENDENT agrees to provide all of DISTRICT's stored images and indexes to DISTRICT in a readable electronic format i.e.,.tif within three (3) month of termination of this AGREEMENT.

18.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given

by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92801
Attn: Joe Carmona

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
Costa Mesa, California 92628
Attn: Patricia McCaughey

19.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

20.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

21.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to

this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

22.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

23.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

24.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

25.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

26.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be

ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINT NAME: Nancy C. Nien, Ph.D.	PRINT NAME: Patricia McCaughey
TITLE: Assistant Superintendent, Business	TITLE: Executive Director
DATE: _____	DATE: May 28, 2025

Anaheim Union High SD-Document Management System(10007493)26
Zip5

2025-2026

AGREEMENT BETWEEN THE

NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

AND THE ANAHEIM UNION HIGH SCHOOL DISTRICT

FOR

ROP CAREER COUNSELING SERVICES

THIS AGREEMENT, made and entered into effective the 1st day of July 2025, by and between the Anaheim Union High School District of Orange County, with principal offices located at 501 N. Crescent Way, Anaheim, California 92801, hereinafter referred to as the DISTRICT and the North Orange County Regional Occupational Program with principal offices located at 385 N. Muller St., Anaheim, California 92801, hereinafter referred to as PROGRAM.

WITNESSETH:

NOW, THEREFORE, the DISTRICT agrees to provide district personnel as requested by PROGRAM to service programs maintained by PROGRAM in the DISTRICT as follows:

I. The ROP CAREER COUNSELOR will be assigned to ROP career guidance and support services functions as determined by the DISTRICT, PROGRAM, and the school site administration to which the employee is regularly assigned. The PROGRAM will provide to the district superintendent and school site principal a statement of performance objectives for each career guidance specialist within their district, which will be part of the evaluation process.

II. TERMS OF THE AGREEMENT. In consideration of the furnishing of the services by district personnel as stated herein, the DISTRICT shall be reimbursed by the PROGRAM for the total cost of providing such services, calculated as follows:

As per the previous agreement dated July 1, 2019, the PROGRAM will pay a per section amount of one thousand two hundred and fifty dollars ($1,250) per section to the DISTRICT.

III. REIMBURSEMENT by the PROGRAM will be made to the DISTRICT within thirty (30) days upon issuance of a monthly invoice commencing the month of September.

IV. THE PROGRAM SHALL INDEMNIFY THE DISTRICT against and hold it harmless from any and all cost, loss, and expense incurred by the DISTRICT as a result of any industrial injury or death sustained by any district employee while assigned to the PROGRAM under this Agreement. The PROGRAM will further hold the DISTRICT harmless from all alleged losses, claims, damages, or injuries sustained by pupils, or third persons from alleged negligent acts or omissions of employee(s) while engaged in the performance of duties for PROGRAM.

V. TERMS OF THIS AGREEMENT will be effective for the period July 1, 2025, through June 30, 2026, unless terminated by either party.

VI. TERMINATION. This Agreement may be terminated by either party by giving thirty (30) days written notice of cancellation.

IN WITNESS THEREOF, the parties have caused this AGREEMENT to be executed effective the day and year first written above.

NANCY NIEN, PH.D. ASSISTANT SUPERINTENDENT, Business ANAHEIM UNION HIGH SCHOOL DISTRICT	DANA LYNCH SUPERINTENDENT NORTH ORANGE COUNTY REGIONAL OCCUPATIONAL PROGRAM

ANAHEIM UNION HIGH SCHOOL DISTRICT

2025-2026 ROP CAREER COUNSELING SERVICES

ADDENDUM

District	ROP CAREER COUNSELING SERVICES		
Anaheim Union	Projected Total Number of Sections	Cost Per Section	Projected Annual Cost for PROGRAM
	255.8	$ 1,250	$319,750

Interagency Agreement

Return a signed copy of this form by one of the following methods:

- Upload to: CNIPS in “Checklist Items”

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, 2025 and ends on June 30, 2026.

This Interagency Agreement (hereinafter referred to as **Agreement**) executed in duplicate and entered into on June 12, 2025 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 assume responsibility for any overclaims identified during a review or audit, and reimburse the CDE accordingly.

9. The **SFA** will perform the required daily and monthly meal count edit checks.

10. 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.

11. The **SFA** will obtain CDE approval for this Agreement and then include all participating **Recipient** sites in its PSA with the CDE.

12. The **SFA** will provide meals that comply with the nutrition standards established by the U.S. Department of Agriculture (USDA).

13. The **SFA** will prepare meals and snacks in the AUHSD Central or a designated AUHSD school site kitchen located at 501 N. Crescent Way, Anaheim 92803 . This preparation site will maintain the appropriate state and local health certifications for the facility.

14. 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.

15. The **SFA** will provide all equipment necessary to transport meals and snacks to the **Recipient**.

16. 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**.

17. 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**.

18. 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** ☐

19. The **SFA** will store all food, including USDA Foods. Except for those items used on a daily basis by the **Recipient**

20. Both parties will be responsible for maintaining the proper temperature of the meals/snacks until they are served.

21. The **Recipient** will return on a daily basis any and all equipment owned by the **SFA**.

22. The **SFA** will provide the necessary trays, dishes, utensils, straws, and napkins.

23. 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.

24. 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.

25. 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**.

26. 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**.

27. 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**.

28. 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.

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 Recipient Official:  Date: April 21, 2025

Phone Number: 714-563-2390 Fax Number: 714-563-2401

Email Address: dschroeder@vibrantminds.us

CHANGE ORDER NO.

(Additive)

PROJECT: Bid #2023-08 South JHS HVAC Replacements

TO: AP Construction Group, Inc. dba Air Plus

You are hereby directed to provide the extra work necessary to comply with this Change Order.

DESCRIPTION OF CHANGE:

Work Orders # 1-8- Change order work. These work orders reflect the additive and deductive intermediate change directives required to complete the project. The mentioned work orders are reflected in the total cost of the work for the project.

COST (This cost shall not be exceeded.):

Original contract price:	$ 5,518,312.00
Change Order amount:	$ 165,105.24
New contract price:	$ 5,683,417.24

TIME FOR COMPLETION:

Original completion date:	304 consecutive calendar days
Time for completion of Change Order:	26 calendar days
New completion date:	330 consecutive calendar days

Contractor agrees to perform the above-described work in accordance with the above terms and in compliance with applicable sections of the Project Documents. The amount of the charges under this Change Order is limited to the charges allowed under Article 59 of the General Conditions. The adjustment in the contract sum, if any, and the adjustment in the contract time, if any, set out in this Change Order shall constitute the entire compensation and/or adjustment in the contract time due Contractor arising out of the change in the work covered by this Change Order, unless otherwise provided in this Change Order.

No additions or deletions to this Change Order shall be allowed, except with written permission of District. Contractor accepts the terms and conditions stated above as full and final settlement of any and all claims arising from this Change Order.

(continued on next page)

This Change Order is hereby agreed to, accepted and approved.

CONTRACTOR

By: Jake Alger
Signature

Jake Alger
Print Name

Project Manager
Title

5/09/2025
Date

DISTRICT

By: _____
Signature

Nancy C. Nien, Ph.D.
Print Name

Assistant Superintendent, Business
Title

_____
Date

ARCHITECT

By: HUY LE (On Behalf of Abby Banerjee.)
Signature

HUY LE
Print Name

MECHANICAL ENGINEER
Title

05/09/2025
Date

AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
CUMMING CONSTRUCTION MANAGEMENT, INC.

This Amendment Agreement is made and entered into this 13th day of June, 2025 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 N Crescent Way, Anaheim, California 92801 ("District"), and **Cumming Construction Management, Inc.,** 120 Vantis, Suite 510, Aliso Viejo, California 92656 ("Consultant"), for Program/Project Management Services.

WHEREAS, the District and Consultant entered into an agreement on June 30, 2020, setting forth the terms and conditions under which the Consultant would perform professional services for Program/Project Management ("Agreement"), in connection with the District's facilities and maintenance projects requiring Program/Project Management services ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on June, 2021, June 16, 2022, June 15, 2023 and June 13, 2024;

WHEREAS, the term of the Agreement is from June 30, 2020 to June 30, 2025;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed $9,200,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until December 31, 2025. Neither District nor Consultant shall have any obligations to the other after December 31, 2025 unless and until a written extension agreement is entered into between the parties.

2. The authorized expenditures under this Agreement shall be increased by $1,000,000 to not exceed $10,200,000 in total.

3. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Cumming Construction Management, Inc.
_____	___ _____
Nancy Nien	Anthony Sanchez
Assistant Superintendent, Business	Executive Vice President

AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
EIDE BAILLY LLP

This Amendment Agreement is made and entered into this 12th day of June, 2025 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 N Crescent Way, Anaheim, California 92801 ("District"), and **Eide Bailly LLP,** 10681 Foothill Blvd Ste 300, Rancho Cucamonga, California 91730 ("Consultant"), performance auditing services.

WHEREAS, the District and Consultant entered into an agreement on August 14, 2020, setting forth the terms and conditions under which the Consultant would perform professional performance auditing services ("Agreement"), in connection with the District's facilities projects that require auditing services under Prop 51 funding by the School Facility Program ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on June 17, 2021, June 16, 2022, June 15, 2023 and October 12, 2023;

WHEREAS, the term of the Agreement is from August 14, 2020 to June 30, 2025;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed $175,000;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until June 30, 2026. Neither District nor Consultant shall have any obligations to the other after June 30, 2026 unless amended by written agreement.
2. The authorized expenditures under this Agreement shall be increased by $75,000 not to exceed $250,000 in total.
3. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Eide Bailly LLP
_____	_____
Nancy Nien Assistant Superintendent - Business	Andrew Park Partner

THIRD
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
ENVIRONMENTAL NETWORK CORPORATION

This Amendment Agreement is made and entered into this 12th day of June, 2025 ("Effective Date"), by and between the **Anaheim Union High School District**, 501N Crescent Way, Anaheim, California 92801 ("District"), and **Environmental Network Corporation,** 16700 Valley View Ave, Suite 100, La Mirada, California 90638 ("Consultant"), for hazardous materials abatement and monitoring services.

WHEREAS, the District and Consultant entered into an agreement on June 17, 2022, setting forth the terms and conditions under which the Consultant would perform professional services for hazardous materials abatement and monitoring services ("Agreement"), in connection with the District's facilities and maintenance projects requiring preparation of plans and specifications for bidding or monitoring of hazardous materials ("Project" or "Projects");

WHEREAS, the District and Consultant subsequently agreed to amend the Agreement by vote of the Board of Trustees on June 15, 2023 and June 13, 2024;

WHEREAS, the term of the Agreement is from July 1, 2022 to June 30, 2025;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed $1,200,000;

WHEREAS, the scope of services under the Agreement have expanded due to additional Projects;

WHEREAS, the District and Consultant desire to amend the Agreement;

NOW, THEREFORE, District and Consultant hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until June 30, 2026. Neither District nor Consultant shall have any obligations to the other after June 30, 2026 unless amended by written agreement.
2. The authorized expenditures under this Agreement shall be increased by $200,000 not to exceed $1,400,000 in total.
3. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	CONSULTANT
Anaheim Union High School District	Environmental Network Corporation
_____	_____
Nancy Nien	Alex Blankevoort
Assistant Superintendent - Business	Vice President

SECOND
AMENDMENT TO THE AGREEMENT
BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
TAO ROSSINI, A PROFESSIONAL CORPORATION

This Amendment Agreement is made and entered into this 12th day of June, 2025 ("Effective Date"), by and between the **Anaheim Union High School District**, 501 N Crescent Way, Anaheim, California 92801 ("District"), and **Tao Rossini, A Professional Corporation,** 14603 Whittier Boulevard, Whittier, California 90605 ("Law Firm"), for assistance related to legal services.

WHEREAS, the District and Law Firm entered into an agreement on June 16, 2023, setting forth the terms and conditions under which the Law Firm would perform professional assistance with legal services ("Agreement");

WHEREAS, the District and Law Firm subsequently agreed to amend the Agreement by vote of the Board of Trustees on February 15, 2024;

WHEREAS, the term of the Agreement is from July 1, 2023 to June 30, 2026;

WHEREAS, the Board of Trustees of the District limited the expenditures under the agreement not to exceed $210,000;

WHEREAS, the District and Law Firm desire to amend the Agreement;

NOW, THEREFORE, District and Law Firm hereby agree to modify the Agreement with the following:

1. The term of this Agreement shall be extended until June 30, 2027. Neither District nor Law Firm shall have any obligations to the other after June 30, 2027 unless amended by written agreement.
2. The authorized expenditures under this Agreement shall be increased by $250,000 not to exceed $460,000 in total.
3. All other terms and conditions of the Agreement shall remain in force.

IN WITNESS WHEREOF, this Amendment Agreement entered into as of the day and year first written above.

DISTRICT	LAW FIRM
Anaheim Union High School District	Tao Rossini, A Professional Corporation
_____	_____
Nancy Nien Assistant Superintendent - Business	Terry T. Tao

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

Quantity	Description
7	Baritone
1	Bass Drum
1	Bass Guitar Amplifier
1	Chair, Conductor
27	Charging Cart
31	Clarinet
81	Computer Desktop
6	Computer iMac
277	Computer Laptop
61	Computer Monitor
3	Computer Tablet
28	Computer, iBook
2	Document Camera
4	DVD Player
7	Flute
7	French Horn
293	Hot Spots
1	Ice Machine
4	Interactive Panel
1	Keyboard Amp
1	Keyboard Electric
532	Laptop Chromebook
100	Laptop Stream
175	Laptop ThinkPad
1	Oboe
1	Piano
20	Printer
3	Printer, 3D
144	Projector
9	Saxophone
10	Sound System, Juno
1	Television
3	Tractor Mower
16	Trombone
8	Trumpet
1	Tuba
1	Video Cassette Recorder

Declaring Certain Vehicles as Unusable, Obsolete, and/or Out-of-Date and Ready for Sale, or Destruction

Quantity	Vehicle №	Year	Make/Model	Vehicle Vin.
1	Pickup Truck #201	1978	FORD F-250	F25HRBG4217

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

EXHIBIT FF

BOARD OF TRUSTEES MEETING 06/12/2025 **FROM 04/28/2025 TO 06/01/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64R2325	**A 1 FENCE COMPANY**	**65,261.00**	65,261.00	4025720085 6274	KATELLA GENERAL/FAC / CONSTRUCTION - OTHER
U64C0080	**A Z BUS SALES INC.**	**2,629.52**	2,629.52	0179113536 4376	GARAGE/TRANS-SP ED/TRANSP / TRANS SUPPLY-BU
U64R2271	**ABE'S PLUMBING**	**56,475.00**	56,475.00	0137239081 6216	SY/PLUMB/MO / BUILDING IMPROVEMENTS
U64R2299	**ADI**	**1,525.17**	1,525.17	0121231081 4410	WESTERN/ELECTRIC/MO / EQUIPMENT - NON-
U64R2303	**ADVANCED PLACEMENT SUMMER INST**	**685.00**	685.00	0142399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
U64R2324	**AEC TECHNOLOGIES**	**2,355.00**	2,355.00	0156156072 5880	FACILITIES/GENL ADM / OTHER OPERATING
U64R2219	**AIREMASTERS AIR CONDITIONING**	**7,150.00**	7,150.00	4056720085 6274	FACILITIES/GENERAL/FAC / CONSTRUCTION - OTHE
U64R2253	**AJ PORTABLES INC**	**740.00**	740.00	0115115021 5620	EDUCATION/SUPV INST / RENTALS/OPERATING
U64R2321	**AJ PORTABLES INC**	**4,600.00**	4,600.00	0128239081 5620	CY/PLUMB/MO / RENTALS/OPERATING LEASES
U64R2334	**ALAMEDA COUNTY OFFICE OF EDUCA**	**7,800.00**	7,800.00	0117452550 5210	IS/CA COMM SCHOOLS (CCSPP) / TRAVEL AND
U64R2281	**ALLIED SUPPLY CORP**	**4,514.41**	4,514.41	0110230081 4355	MAINTENANCE/MO / MAINTENANCE SUPPLIES
U64R2221	**AMAZON CAPITAL SERVICE**	**59.89**	59.89	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
U64R2255	**AMAZON CAPITAL SERVICE**	**191.85**	191.85	0102102071 4210	SUPT/BRD SUPT / BOOKS AND REFERENCE MATERI
U64R2285	**AMAZON CAPITAL SERVICE**	**170.39**	170.39	0119473010 4310	SYS/WORKABILITY/INSTR / INSTRUCTIONAL MATL
U64R2286	**AMAZON CAPITAL SERVICE**	**258.47**	258.47	0119348010 4310	SYS/TRANSITION PARTNERSHIP PRO /
U64T0718	**AMAZON CAPITAL SERVICE**	**290.53**	290.53	0114114072 4347	WAREHOUSE/GENL ADM / OPERATIONS SUPPLIES -
U64T0722	**AMAZON CAPITAL SERVICE**	**817.82**	817.82	0138000910 4410	BA/LCFF-CONCENTRATION/INSTR / EQUIPMENT -
U64R2333	**ANAHEIM ELEMENTARY SCHOOL DIST**	**114,052.46**	114,052.46	0109437285 6227	FOOD SERVICE INFR/TRAINING/FAC / BLDG OTHER
U64T0699	**APPLE INC**	**7,990.00**	7,990.00	0119257011 4310	SEVER HDCP/SE SEP CL/SEV / INSTRUCTIONAL MAT
U64R2332	**ARAMSCO INC**	**3,760.27**	3,760.27	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
U64R2239	**ASPHALT FABRIC AND ENGINEERING**	**3,162.50**	2,362.50	0111220081 4410	OPERATIONS - GENERAL / EQUIPMENT - NON-
			800.00	0111220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
U64A0322	**AUGUSTIN EGELSEE LLP**	**5,000.00**	5,000.00	0119119021 5821	SPEC ED/UNREST/SUPV INSTR / LEGAL FEES
U64A0323	**AUGUSTIN EGELSEE LLP**	**9,875.00**	9,875.00	0119119021 5821	SPEC ED/UNREST/SUPV INSTR / LEGAL FEES
U64C0075	**AUTOMATED GATE SERVICES INC**	**4,000.00**	4,000.00	0134232081 5610	WA/FENCE/MO / REPAIRS/MAINT - O/S SERVICES
U64R2280	**AWARDS BY PAUL**	**193.95**	193.95	0122140027 4320	MA/SCH ADM / OTHER OFFICE/MISC SUPPLIES
U64R2287	**AWARDS BY PAUL**	**1,616.26**	1,616.26	0115115021 4320	EDUCATION/SUPV INST / OTHER OFFICE/MISC

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BY VENDOR NAME

BOARD OF TRUSTEES MEETING 06/12/2025 **FROM 04/28/2025 TO 06/01/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0709	**B AND H PHOTO VIDEO INC**	**16,043.11**	1,977.86	0152393010 4310	CPSF/VEA-2B/INSTR / INSTRUCTIONAL MATL &
			14,065.25	0152393010 4410	CPSF/VEA-2B/INSTR / EQUIPMENT - NON-
U64T0710	**B AND H PHOTO VIDEO INC**	**1,291.71**	1,291.71	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT - NON-CAPITALIZED
U64T0714	**B AND H PHOTO VIDEO INC**	**3,170.29**	665.12	0100970081 4347	COMMUNITY SERVICE/MO / OPERATIONS SUPPLIES
			2,505.17	0100970081 4410	COMMUNITY SERVICE/MO / EQUIPMENT - NON-
U64T0719	**BEST BUY FOR BUSINESS**	**268.19**	268.19	0114114072 4347	WAREHOUSE/GENL ADM / OPERATIONS SUPPLIES -
U64R2227	**BLICK ART MATERIALS LLC**	**434.65**	434.65	0128439015 4310	CY/PROP 28:ARTS AND MUSIC/VAPA /
U64T0701	**BLUUM USA INC.**	**1,757.26**	1,757.26	0119348010 4410	SYS/TRANSITION PARTNERSHIP PRO / EQUIPMENT -
U64T0707	**BLUUM USA INC.**	**7,782.00**	7,782.00	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT - NON-CAPITALIZED
U64R2234	**BSN SPORTS LLC**	**4,101.76**	1,409.09	0142027010 4310	OXFORD/PHYS ED/INSTR / INSTRUCTIONAL MATL &
			1,692.67	0142027010 4410	OXFORD/PHYS ED/INSTR / EQUIPMENT - NON-
			1,000.00	0142028010 4410	OXFORD/ATHLET/INSTR / EQUIPMENT - NON-
U64R2297	**BSN SPORTS LLC**	**1,708.63**	1,708.63	0110231081 4410	MAINTENANCE/ELEC/MO / EQUIPMENT - NON-
U64R2278	**CAL BUILDING SYSTEMS INC**	**780.00**	780.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
U64R2305	**CALIFORNIA DEPARTMENT OF EDUCA**	**10,437.16**	10,437.16	0100439500 8590	AFTER SCH ED/SAFETY (ASES) / ALL OTHER STATE
U64R2319	**CALIFORNIA FBLA**	**5,515.00**	5,265.00	0142025040 5880	OXFORD/ANCIL / OTHER OPERATING EXPENSES
			250.00	0142393010 5210	OXFORD/VEA-2B/INSTR / TRAVEL AND CONFERENC
U64R2222	**CALIFORNIA SCIENCE CENTER**	**25.00**	25.00	0163750110 5880	EL/S & C (GOAL 1.1b)/INSTR / OTHER OPERATING
U64R2224	**CALIFORNIA STATE PTA**	**1,245.00**	1,245.00	0153752110 5210	SP/PARENT ENGAGEMENT / TRAVEL AND
U64R2282	**CANYON CATERING AND EVENTS INC**	**939.08**	939.08	0121452510 5881	WE/CA COMM SCHOOLS/INSTR /
U64A0319	**CAPTURING KIDS HEARTS**	**115,000.00**	115,000.00	0153750110 5805	SP PR/S & C (GOAL 1.1a)/INSTR / INSTRUCTIONAL
U64R2260	**CAWS CIBO**	**1,245.00**	1,245.00	0127000910 5210	KE/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64T0706	**CDW GOVERNMENT INC.**	**32,768.25**	32,768.25	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT - NON-CAPITALIZED
U64T0712	**CDW GOVERNMENT INC.**	**369.93**	369.93	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
U64T0711	**CMS COMMUNICATIONS INC**	**462.73**	462.73	0117541021 4320	IS/MEDI-CAL/INST SUPV / OTHER OFFICE/MISC
U64R2311	**COLLEGE BOARD**	**1,075.00**	1,075.00	0142399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
U64R2272	**COMPLETE ACCESS SOLUTIONS**	**11,574.80**	11,574.80	4027720085 6274	KENNEDY GENERAL/FAC / CONSTRUCTION - OTHE

ANAHEIM UHSD
PURCHASE ORDER DETAIL REPORT BY VENDOR NAME
BOARD OF TRUSTEES MEETING 06/12/2025 **FROM 04/28/2025 TO 06/01/2025**

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64S0163	**COMPLETE OFFICE OF CA**	**1,747.87**	1,747.87	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64R2258	**CORWIN PRESS INC.**	**11,456.74**	11,456.74	0117452550 4210	IS/CA COMM SCHOOLS (CCSPP) / BOOKS AND
U64R2331	**COSCO FIRE PROTECTION INC**	**1,765.00**	1,765.00	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64C0085	**CULVER NEWLIN**	**21,512.29**	10,159.10	4221733185 4310	WE/FACILITIES COLSOLIDATION / INSTRUCTIONAL
			11,353.19	4221733185 4410	WE/FACILITIES COLSOLIDATION / EQUIPMENT - NO
U64C0086	**CULVER NEWLIN**	**80,911.66**	7,689.04	4221733185 4410	WE/FACILITIES COLSOLIDATION / EQUIPMENT - NO
			73,222.62	4221733185 6490	WE/FACILITIES COLSOLIDATION / EQUIPMENT -
U64R2310	**DANIEL MEZA**	**640.00**	640.00	0125439015 5880	KA/PROP 28:ARTS AND MUSIC/VAPA / OTHER
U64T0715	**DOCUMENT TRACKING SERVICE LLC**	**15,472.28**	15,472.28	0153750410 5880	SP/SCHOOLOGY/INSTR / OTHER OPERATING
U64R2298	**EBERHARD EQUIPMENT**	**977.36**	177.36	0111220081 4347	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
			800.00	0111220081 5610	OPERATIONS - GENERAL / REPAIRS/MAINT - O/S
U64A0321	**EDMENTUM INC.**	**50,000.00**	50,000.00	0152404210 5880	A-G ACCESS SUCCESS GRANT / OTHER OPERATING
U64R2315	**EFOODHANDLERS**	**2,000.00**	2,000.00	0119473010 4310	SYS/WORKABILITY/INSTR / INSTRUCTIONAL MATL
U64R2276	**EMMANUEL PARTY RENTALS LLC**	**280.00**	280.00	0125000910 5620	KA/LCFF-CONCENTRATION/INSTR /
U64R2338	**EMMANUEL PARTY RENTALS LLC**	**505.00**	505.00	0125000010 5620	KA/INSTR / RENTALS/OPERATING LEASES
U64R2339	**EMMANUEL PARTY RENTALS LLC**	**545.00**	545.00	0125000010 5620	KA/INSTR / RENTALS/OPERATING LEASES
U64R2326	**ERICKSON HALL CONSTRUCTION CO**	**9,383.00**	9,383.00	0122230081 5610	MA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2242	**ESIGN SERVICES INC**	**1,070.00**	1,070.00	0120231081 5610	ANAHEIM/ELECTRIC/MO / REPAIRS/MAINT - O/S
U64R2261	**FAIRFIELD INN & SUITES - FRESN**	**9,403.32**	9,403.32	0117452550 5210	IS/CA COMM SCHOOLS (CCSPP) / TRAVEL AND
U64R2251	**FESTIVALS OF MUSIC**	**3,400.00**	3,400.00	0138439015 5880	BA/PROP 28:ARTS AND MUSIC/VAPA / OTHER
U64R2316	**FIREMASTER**	**6,260.00**	6,260.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2228	**FLIBS**	**1,125.00**	1,125.00	0127000910 5210	KE/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64R2244	**FLUTACIOUS INC**	**400.84**	400.84	0122439015 4310	MA/PROP 28:ARTS AND MUSIC/VAPA /
U64R2329	**FRAME IT ALL**	**4,934.89**	4,934.89	0135452510 4310	DA/CA COMM SCHOOLS/INSTR / INSTRUCTIONAL
U64S0165	**GLASBY MAINTENANCE SUPPLY CO.**	**1,468.85**	1,468.85	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64R2323	**GOLDEN STATE PAVING CO INC**	**10,200.00**	10,200.00	0140238081 6122	SOUTH/PAVING/MO / SITE IMPV WALKS/ROAD/WAL
U64C0081	**GRAINGER**	**2,570.49**	2,570.49	0179113036 4375	GARAGE/TRANS-REG ED/TRANSPORT /

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64R2312	**GULF COAST STATE COLLEGE**	**650.00**	650.00	0142399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
U64C0082	**HALDEMAN INC.**	**494.12**	494.12	0110235081 4355	MAINTENANCE/HVAC/MO / MAINTENANCE SUPPLI
U64R2317	**HAMILTON CEILING SYSTEMS**	**7,473.00**	7,473.00	0137230081 5610	SY/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64C0076	**HATCHING RESULTS INC**	**2,487.50**	2,487.50	0152750110 5210	RESEARCH&EVA/S & C (GOAL 1.1a) / TRAVEL AND
U64R2296	**HEALTH SCIENCE ASSOCIATES**	**4,305.00**	2,152.50	0121240081 5610	WESTERN/POOL/MO / REPAIRS/MAINT - O/S SERVICI
			2,152.50	0123240081 5610	SA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2264	**HOWARD INDUSTRIES**	**772.99**	113.62	0127235081 4355	KE/HVAC/MO / MAINTENANCE SUPPLIES
			659.37	0127235081 4410	KE/HVAC/MO / EQUIPMENT - NON-CAPITALIZED
U64A0327	**HYDREON CORPORATION**	**25,000.00**	25,000.00	0117452550 5805	IS/CA COMM SCHOOLS (CCSPP) / INSTRUCTIONAL
U64R2233	**IBARMS**	**1,085.00**	1,085.00	0127000910 5210	KE/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64A0326	**ILLUMINATION INSTITUTE**	**36,000.00**	36,000.00	0117752110 5805	IS/COLLEGE FAIR/INSR / INSTRUCTIONAL PROF
U64R2335	**INSTITUTE FOR EDUCATIONAL LEAD**	**760.00**	760.00	0117752221 5210	INSTR SVC/MECCA/INSTR SUPV / TRAVEL AND
U64R2237	**INTERNATIONAL E Z UP INC**	**348.04**	348.04	0100970081 4320	COMMUNITY SERVICE/MO / OTHER OFFICE/MISC
U64C0061	**IRONWOOD PLUMBING INC.**	**7,547.50**	7,547.50	0140239081 5610	SOUTH/PLUMB/MO / REPAIRS/MAINT - O/S SERVICE
U64R2328	**J AND A FENCE**	**6,780.00**	6,780.00	0110159581 6126	ACCT REC - OUTSIDE ORG / SITE IMPR
U64R2270	**J.W. PEPPER AND SON INC.**	**1,031.10**	1,031.10	0128439015 4310	CY/PROP 28:ARTS AND MUSIC/VAPA /
U64T0721	**JOHNSON CONTROLS**	**2,997.51**	583.14	0150235081 4410	ADMIN/HVAC/MO / EQUIPMENT - NON-CAPITALIZE
			2,414.37	0150235081 5610	ADMIN/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
U64R2256	**JOLLY BOY BURGERS**	**765.00**	765.00	0102102071 5881	SUPT/BRD SUPT / MEETING/WORKSHOP
U64R2291	**JOLLY BOY BURGERS**	**2,000.00**	2,000.00	0128595027 5881	CY/SHORT STAY VISIT/INSTR / MEETING/WORKSHO
U64R2304	**KEYGENT LLC**	**4,500.00**	4,500.00	0106106072 5810	BUSINESS/GENL ADM / NON-INSTRUCTIONAL PROF
U64R2241	**KIWI INGENUITY**	**9,487.24**	9,487.24	0108108077 6490	INFO SYSTEM/DP / EQUIPMENT - OTHER
U64R2275	**KYA SERVICES**	**3,577.12**	1,177.93	0125233081 4355	KA/FLOOR/MO / MAINTENANCE SUPPLIES
			792.37	0125233081 4410	KA/FLOOR/MO / EQUIPMENT - NON-CAPITALIZED
			1,606.82	0125233081 5610	KA/FLOOR/MO / REPAIRS/MAINT - O/S SERVICES
U64R2290	**LA HABRA FENCE COMPANY LLC**	**4,660.00**	4,660.00	0128140027 5610	CY/SCH ADM/SCH ADM / REPAIRS/MAINT - O/S
U64R2230	**LAGUNA CLAY CO.**	**696.19**	696.19	0128439015 5610	CY/PROP 28:ARTS AND MUSIC/VAPA /
U64R2337	**LEADERSHIP INSPIRATIONS**	**16,585.00**	6,585.00	0120025040 4310	ANAHEIM/ASB/ANCIL / INSTRUCTIONAL MATL &

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64R2337	***** CONTINUED *****				
			10,000.00	0120452510 5210	ANA/CA COMM SCHOOLS/INSTR / TRAVEL AND
U64A0325	**LEXIA VOYAGER SOPRIS INC**	**4,600.00**	4,600.00	0164750110 5805	PD/DISTRICT PD/INSTR / INSTRUCTIONAL PROF
U64R2247	**LIGHT HELMETS**	**4,897.98**	4,000.00	0128028010 4410	CY/ATHLET/INSTR / EQUIPMENT - NON-CAPITALIZE
			897.98	0128801340 4410	ASB/ATHLETICS - GENERAL / EQUIPMENT - NON-
U64R2284	**MACKIN LIBRARY MEDIA**	**501.69**	501.69	0131381010 4210	BR/ECIA1/INSTR / BOOKS AND REFERENCE
U64R2302	**MACKIN LIBRARY MEDIA**	**547.80**	547.80	0152404210 4210	A-G ACCESS SUCCESS GRANT / BOOKS AND
U64R2268	**MAGGIE'S RENTAL PARTY SUPPLIES**	**144.00**	144.00	0127000927 5620	KE/LCFF-CONCENTRATION/SCH ADM /
U64A0316	**MAGNOLIA URBAN AFRICAN DANCERS**	**600.00**	600.00	0115750210 5805	ED/S & C (INNOVATION GNT/INSTR / INSTRUCTIONA
U64A0320	**MARY HELEN IMMORDINO**	**3,000.00**	3,000.00	0164548510 5810	PD/CARNEGIE/INSTR / NON-INSTRUCTIONAL PROF
U64R2283	**MASTERMIND PRODUCTION GROUP IN**	**1,385.36**	1,385.36	0121140027 5610	WESTERN/SCH ADM/SCH ADM / REPAIRS/MAINT - O
U64R2293	**MONTGOMERY HARDWARE CO.**	**2,264.86**	2,264.86	0110236081 4410	MAINTENANCE/LOCKS/MO / EQUIPMENT - NON-
U64R2330	**MONTGOMERY HARDWARE CO.**	**517.60**	517.60	0120236081 4410	ANAHEIM/LOCKS/MO / EQUIPMENT - NON-
U64R2226	**MUSIC AND ARTS CENTER**	**1,759.30**	713.84	0128439015 4310	CY/PROP 28:ARTS AND MUSIC/VAPA /
			1,045.46	0128439015 4410	CY/PROP 28:ARTS AND MUSIC/VAPA / EQUIPMENT -
U64R2252	**MUSIC AND ARTS CENTER**	**3,387.32**	1,717.30	0128439015 4310	CY/PROP 28:ARTS AND MUSIC/VAPA /
			1,670.02	0128439015 4410	CY/PROP 28:ARTS AND MUSIC/VAPA / EQUIPMENT -
U64A0318	**MUSIC EDUCATION CONSULTANTS IN**	**750.00**	750.00	0185439015 5805	ARTS ED/PROP 28/VAPA / INSTRUCTIONAL PROF
U64T0702	**NIMBLE INDUSTRIES INC**	**2,184.00**	2,184.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
U64R2246	**NORTH ORANGE COUNTY REGIONAL**	**36,606.00**	36,606.00	0100512592 7223	ROP APPRENTICE/TRSF BETWN AGNC / ROP
U64X0490	**NORTH ORANGE COUNTY REGIONAL**	**1,310,481.50**	1,310,481.50	0100512592 7223	ROP APPRENTICE/TRSF BETWN AGNC / ROP
U64R2295	**O'REILLY AUTO PARTS**	**647.35**	647.35	0110230081 4370	MAINTENANCE/MO / REPAIRS - EQUIPMENT
U64R2223	**OCDE**	**400.00**	400.00	0138000910 5210	BA/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64C0084	**OES OFFICE FURNITURE**	**26,637.96**	10,926.63	4221733185 4310	WE/FACILITIES COLSOLIDATION / INSTRUCTIONAL
			15,711.33	4221733185 4410	WE/FACILITIES COLSOLIDATION / EQUIPMENT - NO
U64R2231	**OES OFFICE FURNITURE**	**499.96**	499.96	0112112072 4320	PURCHASING/GENL ADM / OTHER OFFICE/MISC
U64R2238	**OES OFFICE FURNITURE**	**20,585.92**	10,791.70	0108108077 4320	INFO SYSTEM/DP / OTHER OFFICE/MISC SUPPLIES
			9,794.22	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT - NON-CAPITALIZED

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PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64R2232	**ORANGE COUNTY ATHLETIC DIRECTO**	**250.00**	250.00	0123028010 5880	SA/ATHLET/INSTR / OTHER OPERATING EXPENSES
U64R2327	**ORANGE COUNTY ATHLETIC DIRECTO**	**300.00**	300.00	0120028040 5880	AN/ATHLET/ANCILLARY / OTHER OPERATING
U64R2274	**ORANGE COUNTY HONDA KAWASAKI**	**17,554.97**	17,554.97	0110230081 6490	MAINTENANCE/MO / EQUIPMENT - OTHER
U64C0079	**ORRAVAN MECHANICAL**	**2,071.25**	2,071.25	0128235081 5610	CY/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
U64R2266	**PENNER PARTITIONS INC**	**1,998.00**	1,998.00	0150230081 5610	ADMIN/GENERAL/MO / REPAIRS/MAINT - O/S
U64R2306	**PHOENIX DESERT SUMMER INSTITUT**	**795.00**	795.00	0124381010 5210	LO/TITLE I/INSTRUCTIONAL / TRAVEL AND
U64R2320	**PROJECT HEAL THE LAND**	**4,827.20**	4,827.20	0175000927 4320	CVA/LCFF-CONCENTRATION/SCH ADM / OTHER
U64A0328	**QBS MIDCO LLC**	**33,050.00**	33,050.00	0119282439 5810	SP ED MENTAL HEALTH SERVICES / NON-
U64R2265	**REECE PLUMBING**	**736.89**	736.89	0110239081 4410	MAINTENANCE/PLUMB/MO / EQUIPMENT - NON-
U64R2262	**REGION IX EDUCATION COOPERATIV**	**700.00**	700.00	0124000910 5210	LO/LCFF-CONCENTRATION/INSTR / TRAVEL AND
U64R2294	**REPUBLIC SERVICES OF SO. CALIF**	**217.26**	217.26	0148220081 5880	OPERATIONS - GENERAL / OTHER OPERATING
U64R2301	**ROJAS, MANUEL**	**13,811.94**	13,811.94	0172172083 4320	SAFE SCHOOLS / OTHER OFFICE/MISC SUPPLIES
U64C0083	**RWC INTERNATIONAL LTD**	**2,147.26**	2,147.26	0179113536 4376	GARAGE/TRANS-SP ED/TRANSP / TRANS SUPPLY-BU
U64R2220	**RYDIN**	**504.27**	504.27	0128595027 4320	CY/SHORT STAY VISIT/INSTR / OTHER OFFICE/MISC
U64R2249	**SCHOOL HEALTH CORPORATION**	**819.37**	819.37	0125028040 4320	KA/ATHLET/ANCILLARY / OTHER OFFICE/MISC
U64R2225	**SCHOOL SPECIALTY INC**	**1,129.94**	1,129.94	0153385510 4310	TITLE IV-ST IRENAEUS/INSTR / INSTRUCTIONAL
U64S0164	**SCHOOL SPECIALTY INC**	**489.75**	489.75	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64S0169	**SCHOOL SPECIALTY INC**	**70.58**	70.58	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64T0700	**SEHI COMPUTER PRODUCTS INC**	**42,351.39**	42,351.39	0152546910 4410	SWP K12 PATHWAY(ROUND 5) / EQUIPMENT - NON-
U64T0703	**SEHI COMPUTER PRODUCTS INC**	**1,481.56**	1,481.56	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSES
U64T0705	**SEHI COMPUTER PRODUCTS INC**	**2,681.43**	2,681.43	0117541021 4410	IS/MEDI-CAL/INST SUPV / EQUIPMENT - NON-
U64T0713	**SEHI COMPUTER PRODUCTS INC**	**6,481.50**	6,481.50	0137381010 4410	SY/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZED
U64T0717	**SEHI COMPUTER PRODUCTS INC**	**1,507.42**	1,507.42	0119473010 4410	SYS/WORKABILITY/INSTR / EQUIPMENT - NON-
U64T0720	**SEHI COMPUTER PRODUCTS INC**	**981.22**	981.22	0114114072 4410	WAREHOUSE/GENL ADM / EQUIPMENT - NON-
U64R2218	**SHIFFLER EQUIPMENT SALES INC.**	**2,243.92**	2,243.92	4221733185 6274	WE/FACILITIES COLSOLIDATION / CONSTRUCTION
U64R2318	**SKILLSUSA CALIFORNIA**	**2,450.00**	2,450.00	0142000010 5880	OXFORD/INSTR / OTHER OPERATING EXPENSES

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U64R2279	**SOUTH COAST AIR QUALITY**	**334.94**	167.47	0128230081 5880	CY/GENERAL/MO / OTHER OPERATING EXPENSES
			167.47	0134230081 5880	WA/GENERAL/MO / OTHER OPERATING EXPENSES
U64R2336	**SOUTHERN CALIFORNIA NEWS GROUP**	**558.74**	558.74	0106106072 5880	BUSINESS/GENL ADM / OTHER OPERATING EXPENS
U64S0166	**SOUTHWEST SCHOOL AND OFFICE SU**	**968.22**	968.22	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64S0168	**SOUTHWEST SCHOOL AND OFFICE SU**	**244.38**	244.38	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64R2243	**STAPLES ADVANTAGE**	**1,794.65**	1,794.65	0117541021 4410	IS/MEDI-CAL/INST SUPV / EQUIPMENT - NON-
U64R2263	**STATE OF CALIFORNIA**	**350.00**	225.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
			125.00	0134230081 5610	WA/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2236	**STORM WATER INSPECTION**	**531.00**	531.00	0131230081 5610	BR/GENERAL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2289	**STRAIGHT UP ABILITIES**	**500.00**	500.00	0119473010 5880	SYS/WORKABILITY/INSTR / OTHER OPERATING
U64R2248	**SUNBELT RENTALS INC.**	**1,690.49**	1,690.49	0164752181 5620	IS/STEM-A-PALOZZA/M & 0 / RENTALS/OPERATING
U64T0704	**SUPPLYMASTER**	**234.03**	234.03	0128252011 4310	CY/MILD MODERATE/SE SEP CL/NSE /
U64R2250	**TLAQUEPAQUE RESTAURANT BAKERY**	**706.88**	706.88	0117750121 5881	IS/DISTRICT PD/SUPV INSTR / MEETING/WORKSHOP
U64R2267	**ULINE**	**5,583.83**	1,422.30	0128000010 4310	CY/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			3,685.05	0128000010 4410	CY/INSTR / EQUIPMENT - NON-CAPITALIZED
			476.48	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64R2277	**ULINE**	**147.53**	147.53	0111220081 4347	OPERATIONS - GENERAL / OPERATIONS SUPPLIES -
U64R2292	**ULINE**	**300.21**	300.21	0164913581 4347	PD/MACC/MAINT / OPERATIONS SUPPLIES - MISC
U64R2308	**ULINE**	**239.70**	239.70	4221733185 6274	WE/FACILITIES COLSOLIDATION / CONSTRUCTION -
U64R2309	**ULINE**	**733.62**	733.62	4221733185 6274	WE/FACILITIES COLSOLIDATION / CONSTRUCTION -
U64R2322	**ULINE**	**3,588.16**	3,588.16	0100970081 4347	COMMUNITY SERVICE/MO / OPERATIONS SUPPLIES
U64R2273	**UTIL LOCATE**	**2,805.00**	2,805.00	2522710185 6209	MA/DEV FEES/ACQ / PLANNING-SURVEY
U64R2307	**WALKER JR HIGH SCHOOL**	**85.00**	85.00	0134751640 5810	WA/ATHLETICS/ANCIL / NON-INSTRUCTIONAL PRO
U64C0067	**WATERLINE TECHNOLOGIES INC.**	**12,689.58**	3,700.00	0123240081 5610	SA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			8,989.58	0123240081 6156	SA/POOL/MO / OTHER COSTS
U64R2300	**WATERLINE TECHNOLOGIES INC.**	**43,956.35**	8,566.87	0121240081 5610	WESTERN/POOL/MO / REPAIRS/MAINT - O/S SERVICI
			6,894.87	0122240081 5610	MA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			9,369.43	0123240081 5610	SA/POOL/MO / REPAIRS/MAINT - O/S SERVICES

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U64R2300	***** CONTINUED *****				
			6,894.87	0124240081 5610	LOARA/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			5,700.34	0127240081 5610	KE/POOL/MO / REPAIRS/MAINT - O/S SERVICES
			6,529.97	0128240081 5610	CY/POOL/MO / REPAIRS/MAINT - O/S SERVICES
U64R2235	**WENGER CORP**	**986.75**	986.75	0127970081 4347	KE/COMM SVC/MO / OPERATIONS SUPPLIES - MISC
U64R2245	**WEST SHIELD ADOLESCENT SERVICE**	**3,831.26**	3,831.26	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
U64R2288	**WEST SHIELD ADOLESCENT SERVICE**	**5,668.36**	5,668.36	0119283031 5880	SYS/GUID / OTHER OPERATING EXPENSES
U64R2257	**YENNIS PARTY RENTALS INC.**	**637.50**	637.50	0122140027 5620	MA/SCH ADM / RENTALS/OPERATING LEASES

Fund 01 Total:	**2,335,347.89**
Fund 25 Total:	**2,805.00**
Fund 40 Total:	**83,985.80**
Fund 42 Total:	**132,279.15**
Total Amount of Purchase Orders:	**2,554,417.84**

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES **06/12/2025**

EXHIBIT GG

FROM 04/28/2025 TO 06/01/2025

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
P64A0056	**EIDE BAILLY LLP**	**175,000.01**	+100,000.00	0156156072 5820	FACILITIES/GENL ADM / AUDIT FEES
T64X0347	**GREATER ANAHEIM SELPA**	**3,000.00**	+3,000.00	7600564090 7500	WARRANT/PASS THRU / FUNDS DISTRIBUTED TO
U64A0059	**SOCALGRAD**	**1,100.00**	+683.01	0168140027 4320	GI SOUTH/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64A0064	**OCDE**	**7,587.50**	+687.50	0106106072 5810	BUSINESS/GENL ADM / NON-INSTRUCTIONAL PROF
U64A0114	**NORTH ORANGE COUNTY REGIONAL**	**9,144,671.50**	+1,310,481.50	0100510592 7283	ROP TUITION PASS THRU / ALL OTHER TRANSFERS TO
U64A0126	**OCDE**	**450,000.00**	+100,000.00	0119255092 7141	HEARING/TRANSFER BETWEEN AGNCY / IAA-
U64A0271	**GIRLS INCORPORATED OF ORANGE C**	**40,000.00**	-5,000.00	0135361010 5805	DALE/ESSA SCH IMPROV FUND(CSI) / INSTRUCTIONAL
U64R0864	**SUN PAC STORAGE CONTAINERS INC**	**4,361.25**	+295.00	0161447010 4410	PO/LCFF EQUITY MULTIPLIER/INST / EQUIPMENT -
U64R1220	**PRINGLES DRAPERIES AND BLINDS**	**91,605.13**	+4,419.60	4221733185 6274	WE/FACILITIES COLSOLIDATION / CONSTRUCTION -
U64R1435	**SOUTHEAST LOCK SUPPLY LLC**	**2,812.55**	-499.90	0127025040 4310	KE/ANCIL / INSTRUCTIONAL MATL & SUPPLIES
U64R1482	**GDL BEST CONTRACTORS INC**	**95,584.00**	+55,684.00	4221733185 6270	WE/FACILITIES COLSOLIDATION / MAIN BUILDING
U64R1533	**EAST WHITTIER GLASS AND MIRROR**	**96,203.00**	+13,691.00	4221733185 6216	WE/FACILITIES COLSOLIDATION / BUILDING
U64R1709	**YENNIS PARTY RENTALS INC.**	**9,245.75**	+549.75	0164752110 5620	IS/STEM-A-PALOZZA/INSTR / RENTALS/OPERATING
U64R1744	**SPORTS FACILITIES GROUP INC**	**6,182.36**	+1,855.28	0120230081 4355	ANAHEIM/GENERAL/MO / MAINTENANCE SUPPLIES
			-800.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S
U64R1904	**BLUEJACKET SIGN COMPANY**	**25,000.00**	+5,000.00	0164901081 5610	PD/(TITAN ED)/STUART DEMO / REPAIRS/MAINT - O/S
U64R1976	**AMAZON CAPITAL SERVICE**	**920.76**	+32.33	0147000927 4320	HOPE/LCFF-CONCENTRATION/SCH AD / OTHER
U64R2082	**JUNGLE JUMPAROO**	**3,506.13**	+393.23	0147591510 4310	HOPE/GIFTS & GRANTS / INSTRUCTIONAL MATL &
U64R2202	**ABC SCHOOL EQUIPMENT INC**	**7,651.33**	+1,199.66	4221733185 6274	WE/FACILITIES COLSOLIDATION / CONSTRUCTION -
U64R2206	**B AND M LAWN AND GARDEN INC**	**1,299.05**	+129.30	0131000081 4410	BR/MO / EQUIPMENT - NON-CAPITALIZED
			+129.30	0131221081 4410	OPERATIONS - CUSTODIAL / EQUIPMENT - NON-
U64S0138	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,334.29**	-349.11	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64S0159	**SOUTHWEST SCHOOL AND OFFICE SU**	**1,578.49**	-122.19	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
U64T0572	**CDW GOVERNMENT INC.**	**1,172.54**	+0.01	0128000031 4320	CY/GUID / OTHER OFFICE/MISC SUPPLIES
U64T0633	**CMS COMMUNICATIONS INC**	**151.14**	+22.92	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
U64T0679	**SWEETWATER SOUND**	**4,155.13**	-10.13	0122439015 4410	MA/PROP 28:ARTS AND MUSIC/VAPA / EQUIPMENT -

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT - CHANGE ORDERS

BOARD OF TRUSTEES **06/12/2025**

FROM 04/28/2025 TO 06/01/2025

PO NUMBER	VENDOR	PO TOTAL	CHANGE AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
U64T0685	**B AND H PHOTO VIDEO INC**	**1,620.94**	-17.69	0161381010 4310	PO/TITLE I/INSTR / INSTRUCTIONAL MATL & SUPPLIE
U64T0697	**SEHI COMPUTER PRODUCTS INC**	**3,924.86**	-344.80	0119473010 4410	SYS/WORKABILITY/INSTR / EQUIPMENT - NON-
U64X0014	**LUX BUS AMERICA COMPANY**	**30,000.00**	+10,000.00	0113113036 5620	TRANS/REG-ED/TRANSPORTATION /
U64X0067	**APOLLO PRINTING AND GRAPHICS**	**8,500.00**	+1,500.00	0118118072 5810	GRAPHICS/GENL ADM / NON-INSTRUCTIONAL PROF
U64X0069	**COAST TO COAST LABEL**	**1,200.00**	+200.00	0118118072 4320	GRAPHICS/GENL ADM / OTHER OFFICE/MISC SUPPLIE
U64X0089	**WINZER**	**23,000.00**	+8,000.00	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
U64X0092	**JUSTICE TESTING**	**9,000.00**	+2,500.00	0179113036 5610	GARAGE/TRANS-REG ED/TRANSPORT /
U64X0096	**RWC INTERNATIONAL LTD**	**32,500.00**	+10,000.00	0179113036 4376	GARAGE/TRANS-REG ED/TRANSPORT / TRANS
U64X0175	**ANIXTER**	**13,833.61**	+2,271.69	0110236081 4355	MAINTENANCE/LOCKS/MO / MAINTENANCE SUPPLIES
			-1,065.24	0121236081 4355	WESTERN/LOCKS / MAINTENANCE SUPPLIES
			-78.63	0123236081 4355	SA/LOCKS/MO / MAINTENANCE SUPPLIES
			-637.88	0128000981 4355	CY/LCFF-CONCENTRATION/M&O / MAINTENANCE
			-210.94	0128028010 4320	CY/ATHLET/INSTR / OTHER OFFICE/MISC SUPPLIES
U64X0254	**VERTICAL TRANSPORT INC**	**30,360.00**	+1,800.00	0110230081 5610	MAINTENANCE/MO / REPAIRS/MAINT - O/S SERVICES
U64X0257	**VALLEY VISTA SERVICES INC**	**89,000.00**	+4,000.00	0111000081 5580	MO/MO / SANITATION
U64X0267	**MARTINEZ NURSERY**	**6,961.58**	+1,961.58	0111222081 4347	OPERATIONS - GROUNDS / OPERATIONS SUPPLIES -
U64X0275	**ORANGE COUNTY FARM SUPPLY**	**6,500.00**	+4,000.00	0111222081 4347	OPERATIONS - GROUNDS / OPERATIONS SUPPLIES -
U64X0286	**WATERLINE TECHNOLOGIES INC.**	**175,498.29**	+25,498.29	0110240081 4355	MAINTENANCE/POOL/MO / MAINTENANCE SUPPLIES
U64X0343	**KELLY MURIELLO**	**3,065.37**	+1,565.37	0138000910 4310	BA/LCFF-CONCENTRATION/INSTR / INSTRUCTIONAL
U64X0373	**J.W. PEPPER AND SON INC.**	**1,850.00**	+250.00	0144008015 4310	LEX/VOC MUSIC/VAPA / INSTRUCTIONAL MATL &
U64X0405	**FHEG CYPRESS COLLEGE BOOKSTORE**	**45,000.00**	+15,000.00	0117751110 4150	IS/DUAL ENROLLMENT/INSTR / TEXTS - STATE
U64X0448	**AWARDS BY PAUL**	**30,800.00**	+800.00	0163750721 4320	EL/S & C (GOAL 1.7h)/SERV / OTHER OFFICE/MISC

Fund 01 Total: **1,600,469.55**

Fund 42 Total: **74,994.26**

Fund 76 Total: **3,000.00**

Total Amount of Change Orders: **1,678,463.81**

VENDOR CHECK REGISTER
April 28, 2025 through June 01, 2025

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
1 CALL MATERIALS LLC	V6415656	4347	724.29	00206338
360DTii LLC	V6414513	4310	13,896.37	00206172
		4320	1,205.33	00206172
3D MOLECULAR DESIGNS LLC	V6412287	4310	786.58	00205915
A ALVARADO PAINTING	V6406348	5610	9,550.00	00206339
A AND C URGENT CARE	V6412935	5810	35.00	00206632
A AND J SHEET METAL INC	V6414203	5610	3,832.00	00206551
A U H S D FOOD SERVICE DEPT	V6400023	4390	80.81	00205949
			193.43	00206250
			42.07	00206633
		5880	492.51	00206340
A Z BUS SALES INC.	V6400025	4376	2,016.42	00206438
		4385	67.32	00206088
AAA ELECTRIC MOTOR SALES	V6400033	4355	885.67	00206341
			1,347.97	00206634
AARDVARK CLAY AND SUPPLIES INC	V6400035	4310	1,746.99	00205766
			2,650.65	00205832
			826.55	00205993
ABC SCHOOL EQUIPMENT INC	V6400047	4355	5,247.42	00206342
		4410	1,778.18	00206342
ACHIEVERS INC	V6412277	4320	522.68	00206439
ACORN NATURALISTS	V6400069	4310	21.50	00206289
ACS BILLING SERVICE	V6400072	5580	5,154.78	00206343
ACTIVATE LEARNING	V6415765	4310	104,969.40	00206290
ADAFRUIT INDUSTRIES LLC	V6411889	4310	2,814.54	00205833
ADAMS, CLARE	V6413562	5220	73.85	00206210
			70.14	00206552
ADI	V6400095	4355	837.73	00205994
		4410	611.45	00205994
ADVANCED PLACEMENT SUMMER INSTITUTE APSI	V6411084	5210	685.00	00206508
AGIREPAIR INC	V6416083	4310	516.13	00206678
AGRI TURF DISTRIBUTING LLC	V6412836	4347	3,254.12	00206397
			777.26	00206635
AGUINAGA GREEN INC	V6412753	4347	1,860.85	00205834
			679.77	00206344
AGUIRRE, ROXANNE	V6414489	5210	40.00	00206440
		5220	24.15	00206553
			36.40	00206661
AIRGAS USA LLC	V6413792	4375	166.15	00206441
AIRSUPPLY TOOLS INC.	V6412933	4375	603.85	00206345
			276.55	00206442
			20.81	00206679
		9320	129.30	00206442
AJ PORTABLES INC	V6412707	5620	740.00	00205995
ALAMEDA COUNTY OFFICE OF EDUCATION	V6412437	5210	550.00	00205767
ALBA, JAZMIN	V6416149	5220	45.85	00206173
ALCALA, REBECA	V6407179	5210	914.00	00206089
ALLIANCE ENVIRONMENTAL COMPLIANCE INC	V6400169	5610	42,116.60	00206211
			2,546.68	00206346

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
ALLIED SUPPLY CORP	V6400173	4355	3,499.35	00206636
ALT REV CASH FUND	V6405197	4305	460.04	00205799
		4310	3,830.68	00205799
		4320	3,137.85	00205799
		4347	501.65	00205799
		4383	85.16	00205799
		4390	1,189.71	00205799
		5210	61.34	00205799
		5620	53.88	00205799
	V6405198	4299	110.00	00205835
		4305	203.87	00205835
		4310	6,040.37	00205835
		4320	1,688.90	00205835
		4347	705.99	00205835
		4390	1,631.52	00205835
		4410	160.00	00205835
		5881	273.72	00205835
ALTA LANGUAGE SERVICES INC.	V6413779	5810	494.00	00206174
AMAZON CAPITAL SERVICE	V6410684	4210	191.85	00206443
		4310	83.99	00205836
			7,647.80	00205996
			4,204.75	00206443
			-79.54	00206509
			250.85	00206680
		4320	59.88	00205877
			302.94	00206443
			119.64	00206509
		4347	290.53	00206443
		4355	91.95	00205836
		4410	1,292.90	00205996
AMAZON WEB SERVICES INC.	V6412894	5880	12.05	00206090
AMERICAN CASUAL	V6407489	4320	808.79	00205878
AMERICAN TIME	V6410391	4355	553.31	00205837
AMERICAN VETERAN LIGHTING INC	V6413021	4347	1,790.70	00206444
ANAHEIM HIGH SCHOOL	V6400260	8699	1,575.33	00206510
ANAHEIM UNION HIGH SCHOOL DIST	V6400267	5454	49,695.67	00206347
ANAYA, ANGELIA	V6416143	5210	45.00	00205997
ANCHETA, ALYSSA	V6414701	5880	59.95	00206091
ANIXTER	V6400294	4355	133.13	00206348
APOLLO PRINTING AND GRAPHICS	V6410446	5810	420.23	00206580
APPLE INC	V6400319	4310	1,591.99	00205998
			17,284.40	00206175
			8,642.20	00206251
			3,984.82	00206445
			16,632.20	00206554
		4311	158.00	00205998
			0.00	00206554
		4320	299.55	00205998
			1,749.99	00206445
		4410	4,219.89	00205838
			4,685.46	00205998
			3,660.00	00206175
			5,101.18	00206445
			2,533.19	00206554

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
		8699	0.00	00206554
ARROW SERVICES INC	V6412839	5580	3,221.14	00206637
AT AND T	V6400374	5918	34.41	00206176
			19.23	00206291
	V6406157	5918	31.87	00205999
			2,614.01	00206092
			15,658.72	00206555
AT AND T MOBILITY	V6409270	5880	907.83	00206093
ATKINSON ANDELSON LOYA RUUD	V6400383	5821	17,310.56	00206000
ATTAINMENT CO. INC.	V6400391	4310	52,360.26	00206001
AUGUSTIN EGELSEE LLP	V6407847	5821	14,875.00	00206349
AUTOMATED GATE SERVICES INC	V6414252	5610	462.00	00206002
			3,695.00	00206681
AVILA, MONSERRAD	V6414711	5210	904.52	00206094
		5220	43.75	00206212
AWARDS BY PAUL	V6400412	4310	543.06	00206398
			1,858.69	00206682
		4320	923.96	00206556
			525.82	00206581
			280.15	00206682
AZEVEDO, VICKY	V6412068	5220	197.96	00205950
			82.24	00206638
B AND H PHOTO VIDEO INC	V6400422	4310	8,680.89	00206003
			479.15	00206177
			1,498.70	00206252
		4320	237.70	00206003
		4347	362.12	00206511
			630.17	00206639
		4410	3,221.73	00206003
			11,574.07	00206252
			1,291.71	00206446
			2,505.17	00206639
B AND M LAWN AND GARDEN INC	V6400423	4347	270.77	00205916
			106.41	00206004
			952.78	00206350
			110.58	00206399
			35.21	00206447
			292.65	00206683
BALL JR HIGH SCHOOL	V6400433	8699	175.36	00206512
BARKSHIRE LASER LEVELLING INC	V6407215	5610	5,700.00	00206684
BARNES AND NOBLE	V6400450	4210	421.94	00206213
BARNETT, XAVIER	V6414796	5880	50.00	00206095
BARRETT, CAMRYN	V6416039	5220	90.93	00205917
			50.33	00206448
BATTERY SPECIALTIES INC	V6413958	9320	525.77	00205839
BAVCO	V6407678	4355	2,566.14	00206351
BCT ENTERTAINMENT	V6406302	4347	1,398.00	00206214
		4410	29,845.80	00206005
BEACON DAY SCHOOL	V6409269	5860	21,432.21	00205840
			89,992.99	00206006
BECK'S CONSTRUCTION SERVICE	V6415291	6291	2,756.00	00205988
			1,272.00	00206400
BEE BUSTERS	V6400472	5610	125.00	00206352

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
BERBER, HAYDEE	V6413448	8699	85.30	00206147
			71.02	00206582
BERRY, ANDREA	V6408999	5210	944.04	00206148
BERTRAND'S MUSIC	V6412730	4310	713.68	00205800
			95.81	00206007
			191.36	00206253
		4410	3,738.81	00205800
			6,746.23	00205841
			871.81	00205951
			6,794.33	00206640
		6490	10,557.35	00205800
BEST PRICE APPLIANCE CORPORATION	V6414367	8699	175.00	00206583
BLACKOUT EZ LLC	V6415886	4310	293.66	00206449
BLICK ART MATERIALS LLC	V6401357	4310	2,336.21	00205879
			7,592.34	00206008
			462.62	00206254
			6,166.85	00206353
			31.52	00206641
			4,648.78	00206662
BLUEJACKET SIGN COMPANY	V6415900	5610	12,500.00	00206009
BLUUM USA INC.	V6404796	4410	7,782.00	00206215
			1,757.26	00206255
BPS SUPPLY GROUP	V6400476	4355	142.67	00205918
BRAZER EDUCATION CONSULTING LLC	V6413761	5810	8,780.09	00205842
			11,157.75	00206354
BRIDGEPORT GOLF CARS	V6413224	5610	1,865.34	00205843
			475.00	00205919
			734.08	00206149
		5620	6,035.00	00206663
		5630	468.93	00206178
BROADWAY LICENSING LLC	V6414102	4310	1,213.60	00205801
		5880	775.00	00205801
BROWN, JENNIFER	V6409000	5210	31.69	00206401
BRYANT, RENAE	V6412971	5210	758.08	00205802
			2,756.12	00205844
BSN SPORTS	V6400615	4310	8,503.00	00205952
			9,995.36	00206513
BSN SPORTS LLC	V6412536	4310	997.18	00205880
			529.96	00206096
			3,465.45	00206402
			3,768.22	00206685
		4410	655.14	00205845
BULK BOOKSTORE	V6414414	4210	440.71	00206010
BUSWEST	V6407892	4376	370.35	00206097
CABE	V6400656	5210	16,715.00	00205803
			1,220.00	00205846
			1,667.50	00206098
CABRERA, CANDACE	V6414734	5220	64.68	00206686
CABRERA, VERONICA	V6412362	5210	15.00	00205804
		5220	34.65	00206642
CAL BUILDING SYSTEMS INC	V6412620	5610	780.00	00206355
CALIF. DEPT. OF TAX AND FEE ADMINISTRATION	V6404444	4382	75.96	00205805
CALIFORNIA CANOPY	V6414190	4410	1,298.82	00205768
CALIFORNIA CUSHION COMPANY INC.	V6411382	4355	182.80	00206356

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
CALIFORNIA DEPARTMENT OF EDUCATION	V6400686	8590	10,437.16	00206514
CALIFORNIA DEPT. OF JUSTICE	V6400689	5880	1,028.00	00206450
CALIFORNIA PLUMBING PARTS	V6412567	4355	246.66	00205920
			437.38	00206357
			2,862.36	00206515
CALIFORNIA SCIENCE CENTER	V6405674	5880	25.00	00206179
CALIFORNIA STATE PTA	V6406374	5210	1,245.00	00206150
CALIFORNIA YELLOW CAB	V6413351	5870	175.00	00206292
			2,330.70	00206643
CALLEROS, RUBEN	V6414166	5881	3,200.00	00206256
CAMARENA, JENNI	V6413083	5210	886.42	00206403
CAMBEROS, MARGARITO	V6414263	5220	77.00	00206257
CARE YOUTH CORPORATION	V6412565	5860	11,200.00	00206258
CAROLINA BIOLOGICAL SUPPLY CO.	V6400778	4310	561.77	00206644
CARPENTER, TINA	V6413678	5210	282.72	00206404
CART MAN INC, THE	V6404668	4347	1,184.13	00205806
			249.23	00206358
		5610	318.08	00205881
			189.04	00206099
			2,080.50	00206216
			121.43	00206259
			961.23	00206584
CAWS CIBO	V6400939	5210	1,245.00	00206151
CDW GOVERNMENT INC.	V6400819	4310	559.68	00205769
			216.38	00206260
		4320	-234.51	00205882
			369.93	00206359
		4410	257.22	00205882
			2,068.28	00206359
			561.16	00206516
			478.98	00206687
CENTER FOR DRUG FREE COMMUNITIES	V6400833	5880	5,520.00	00205953
CERTIFIX LIVE SCAN	V6414255	5880	225.00	00205883
			525.00	00206688
CHANGE ACADEMY AT LAKE OF THE OZARKS LLC	V6416115	5860	25,008.60	00206100
CINNAMON HILLS YOUTH CRISIS CTR	V6407425	5860	39,185.56	00206011
CITY OF ANAHEIM	V6400957	5520	28,474.19	00205989
			62,545.88	00206152
			100,011.51	00206293
			32.38	00206405
			42,896.51	00206451
		5530	668.05	00205770
			10,560.17	00205989
			13,232.19	00206012
			19,129.86	00206152
			15,834.56	00206293
			549.05	00206405
			11,430.52	00206451
		5580	3,120.38	00205770
			11,218.52	00205989
			4,629.03	00206012
			23,524.00	00206152
			11,010.78	00206293
			0.01	00206405

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			8,886.36	00206451
		5810	216,075.17	00206217
CITY OF BUENA PARK	V6400958	5530	3,462.14	00206180
		5580	900.12	00206180
CLAIM RETENTION SERVICES INC.	V6408940	5810	2,916.66	00206218
CLEAN ENERGY	V6413884	4392	285.65	00205954
CMS COMMUNICATIONS INC	V6411873	4320	151.15	00205884
			462.73	00206452
COBIAN MEJIA, ERIK	V6416155	5210	742.54	00206453
COLLEGE BOARD	V6401012	5210	1,075.00	00206689
COMPLETE ACCESS SOLUTIONS	V6415052	5610	650.00	00206557
COMPLETE OFFICE OF CA	V6411539	9320	1,493.51	00206013
			148.95	00206645
COMPREHENSIVE DRUG TESTING INC.	V6410899	5861	555.00	00206454
CORTEZ, NANCY	V6408048	5880	49.00	00206101
COSCO FIRE PROTECTION INC	V6412879	5610	1,460.00	00206219
			730.00	00206261
COURTNEY INC	V6415758	6216	5,037.00	00206585
COVER ONE	V6410297	4320	940.00	00206690
		4410	1,074.00	00206690
CREIGHTON, CHARLENE	V6415503	8699	57.62	00206153
CRISP IMAGING	V6408990	5880	4,848.75	00206360
CROWD FAVORITE PROMOTIONAL	V6412906	4310	1,471.80	00206517
CROWN LIFT TRUCKS	V6412285	5610	469.00	00205771
			1,688.57	00205807
		6490	5,601.92	00205771
CULVER NEWLIN	V6411589	4410	926.11	00206154
CVT RECYCLING	V6407455	5580	260.71	00206406
D. HAUPTMAN CO. INC.	V6405405	9320	5,387.50	00206361
DANNIS WOLIVER KELLEY	V6411357	5821	5,470.00	00205772
DB SERVICE CENTER LLC	V6411405	4347	280.15	00206362
DBA BATTERIES PLUS	V6415743	4347	1,094.45	00206014
DE LA TORRE, ADA	V6411906	5210	1,451.40	00206102
DEL SOL SCHOOL	V6411308	5860	3,222.00	00206262
DISPLAYS4SALE	V6412642	4410	2,043.21	00205847
DIVISION OF THE STATE ARCHITECT	V6411414	6210	53.75	00206455
DOCUMENT TRACKING SERVICE LLC	V6408533	5880	15,472.28	00206278
DOMINGUES, SCOTT	V6408405	5881	181.55	00206103
DUCA, JASON	V6407065	5220	165.41	00206456
DUNN EDWARDS PAINTS	V6401448	4355	52.62	00205773
			89.96	00205808
			322.18	00205885
			1,479.54	00206015
			883.38	00206363
			1,194.84	00206407
			130.87	00206518
			29.35	00206691
DUXBURY, YESENIA	V6415514	5220	7.70	00206016
DYNAMISM INC.	V6412169	4310	1,318.27	00206017
		4410	2,975.10	00206017
E.B. BRADLEY COMPANY	V6401456	4355	159.36	00206558
EBERHARD EQUIPMENT	V6405532	4347	331.59	00206364
ECE 4 AUTISM	V6415157	5860	12,541.36	00206018

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
ECONOMY RENTALS INC	V6401478	5620	440.00	00206019
			804.24	00206220
			160.00	00206457
			340.00	00206692
EIDE BAILLY LLP	V6413546	5820	7,000.00	00206181
			42,000.00	00206586
ELDER LAW AND	V6415100	5821	7,000.00	00205809
ELITE SHEET METAL INC	V6412835	5610	3,559.00	00206365
ESCALANTE, JOCELYN	V6416113	5220	91.42	00206155
ESQUIVEL, KIMBERLY	V6415112	5220	66.85	00205886
			20.65	00206458
			28.00	00206664
ESQUIVEL, LUZ	V6416144	5210	1,262.20	00206020
EWING IRRIGATION PRODUCTS	V6401634	4347	529.08	00205848
			120.56	00206021
			1,517.10	00206366
			57.66	00206408
			370.12	00206559
		4410	1,512.81	00206366
FAIRFIELD INN & SUITES - FRESNO	V6416145	5210	9,403.32	00206156
FARMERS AND MERCHANTS BANK	V6412156	5880	9,264.64	00206519
FEATHER FORCE	V6415661	5610	375.00	00206367
FEDEX	V6401675	4347	15.65	00205774
		5910	89.90	00205774
			84.40	00205887
			82.76	00206157
			62.84	00206221
			182.43	00206294
			185.64	00206560
FERGUSON ENTERPRISES INC	V6409823	4355	79.04	00205921
			77.00	00206182
			472.03	00206295
FESTIVALS OF MUSIC	V6416127	5880	3,400.00	00206104
FIELD AND FLOOR FX	V6411483	4410	3,959.00	00205922
FIVE STAR RUBBER STAMP INC	V6405116	4310	39.72	00205810
FLANAGAN, ZORAH	V6415008	5220	7.00	00206296
FLEET SERVICES INC	V6405625	4370	185.66	00206368
		4376	241.76	00206105
			404.87	00206646
		4385	578.63	00206105
			967.04	00206368
			1,863.44	00206646
FLIBS	V6401707	5210	2,250.00	00205923
FLINN SCIENTIFIC INC	V6401708	4310	219.68	00206693
FLORES, ROBERT	V6411855	5881	359.76	00206106
FLUTACIOUS INC	V6416133	4310	400.83	00206263
		5220	91.42	00206022
FOLLETT CONTENT SOLUTIONS LLC	V6401726	4210	4,246.64	00205888
			1,784.34	00206222
			904.88	00206409
			3,124.09	00206694
FORD, CALLIE	V6414294	5220	81.76	00206183
FORD, TRAVIS	V6415122	5220	110.25	00206023
FORSTER, MICHELE	V6410778	4310	73.57	00206459

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
FREMBLING, JENNIFER	V6416142	5210	1,710.07	00206024
FRIED, JARON	V6408045	5210	2,852.28	00206520
FULLERTON FORD	V6414336	4370	576.38	00206223
FUTURE SHREDDING INC	V6414221	5610	252.00	00206158
G M BUSINESS INTERIORS	V6412498	4320	1,065.65	00206587
GANAHL LUMBER CO	V6401804	4310	678.81	00205811
			199.28	00206279
			999.83	00206561
		4347	161.42	00206279
		4355	165.93	00205889
			496.18	00206025
			254.23	00206369
			463.62	00206460
			460.39	00206561
GARCIA, JORDANNE	V6411753	5220	98.70	00206107
GARDEN GROVE UNIFIED SCHOOL DISTRICT	V6415961	5620	15,344.21	00205812
GARDENA VALLEY NEWS	V6401808	4310	1,936.64	00206562
			1,100.51	00206665
GAS COMPANY, THE	V6404372	5510	6,482.98	00206108
			91.42	00206109
			57,930.05	00206224
		5880	13.00	00206225
GASINSKI, BEAU	V6400464	5210	47.84	00206226
GAUDETTE, ROBERT	V6403961	5210	619.50	00206297
GIAKOUMIS, SABINA	V6409517	5210	166.96	00206227
GIBSON, WILLIAM	V6414649	5220	127.75	00206026
GILBERT SOUTH ASB	V6407543	5810	790.00	00205955
			504.00	00206228
GLASBY MAINTENANCE SUPPLY CO.	V6401863	4347	318.27	00206298
			495.65	00206370
			1,099.76	00206647
		6490	6,073.22	00205890
		9320	1,468.85	00206027
GOLDEN STATE WATER COMPANY	V6408018	5530	54.18	00206563
			13,324.33	00206564
			70.61	00206565
			11,364.03	00206566
			54.17	00206567
			7,839.47	00206568
			2,306.03	00206569
			1,465.63	00206666
GONZALEZ, LAURA	V6410576	4390	250.58	00206410
GOPHER SPORTS EQUIPMENT	V6401902	4310	2,085.36	00206461
			2,164.66	00206570
		4410	2,753.91	00206028
			742.40	00206461
GRAINGER	V6404982	4355	570.60	00205813
			156.84	00205849
			989.83	00205924
			534.39	00206029
			1,724.88	00206371
			45.41	00206571
		4375	2,557.08	00206371
		4376	500.09	00205813

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
		4410	1,035.28	00205813
GRANITE TELECOMMUNICATIONS LLC	V6415134	5880	4,112.99	00206411
GRAYBAR ELECTRIC COMPANY	V6401918	4320	2,208.87	00206110
GREAT SCOTT TREE SERVICE INC	V6412538	5610	10,335.00	00206667
			1,895.00	00206695
GREATER ANAHEIM SELPA	V6401927	5805	345,784.47	00206280
		8311	255,615.66	00206184
GROVE, KELLY A.	V6409563	5220	106.40	00206412
			42.35	00206696
GUGERT, TED	V6407194	5210	1,394.19	00206185
GUITAR CENTER STORES INC	V6401958	6490	10,678.03	00205850
			239.21	00205925
			3,210.95	00206588
GULF COAST STATE COLLEGE	V6416157	5210	650.00	00206648
GUNDERSON, MARK	V6416021	5805	1,000.00	00205891
GUPTON, JACK	V6411080	4310	311.64	00206413
GUTIERREZ, ELVIA	V6415811	4320	244.43	00206462
GUZMAN, KIMBERLY	V6416138	5220	51.94	00205956
			131.18	00206229
H AND H AUTO PARTS WHOLESALE	V6401967	4385	1,277.83	00206111
HALDEMAN INC.	V6407148	4355	484.88	00206299
			458.58	00206414
HANNA ACADEMY	V6415738	5860	9,750.00	00206372
HARPST, KRISTIN	V6413313	4310	1,240.94	00206186
			187.70	00206589
HASSAN, SAHAR	V6414562	5220	12.25	00206187
HATCHING RESULTS INC	V6416130	5210	2,487.50	00205957
HAWKINS ANIMAL TRAPPING AND REMOVAL	V6415528	5610	440.00	00206373
HD INDUSTRIES	V6401983	4385	634.70	00206374
HEALTH SCIENCE ASSOCIATES	V6412896	5610	4,305.00	00206188
HEALTHY ADVENTURES FOUNDATION	V6412541	5810	8,568.88	00206264
HILLYARD FLOOR CARE SUPPLY	V6402055	4347	313.76	00206030
			9,931.66	00206189
			131.05	00206265
		4410	49,284.20	00206189
HOANG, VY HUYEN	V6413272	5220	483.84	00206112
HOME DEPOT CREDIT SERVICES	V6405234	4347	86.11	00206031
			66.64	00206230
		4355	116.40	00205814
			263.74	00205851
			309.87	00205892
			443.58	00205958
			783.76	00206031
			3,359.02	00206281
			431.51	00206300
			177.70	00206375
			427.37	00206415
			352.36	00206521
			847.48	00206649
			1,249.36	00206668
		4375	140.47	00206113
			62.00	00206649
HORIZON	V6408259	4347	164.21	00206376
HORMUTH, LISA	V6411549	5210	180.02	00206301

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
HOSHI, RON	V6404002	5210	316.19	00205852
HOUGHTON MIFFLIN HARCOURT	V6407563	5880	550,445.07	00206590
HOUSTON, AMBER	V6413063	5881	576.99	00206114
HOWARD INDUSTRIES	V6402088	4355	113.62	00206032
			92.07	00206302
			517.28	00206463
		4410	659.37	00206032
HUTTNER, HEATHER	V6412032	5210	40.00	00206572
IBARMS	V6416131	5210	1,085.00	00206033
ICS SERVICE CO.	V6406452	5610	903.00	00206034
			903.00	00206669
IMAGE APPAREL FOR BUSINESS	V6402628	4310	3,534.79	00206282
		4345	233.70	00205815
			38.33	00206190
			1,004.70	00206464
			2,181.15	00206670
INDEPENDENT	V6413456	4320	605.00	00206191
		6252	3,310.00	00206465
INDUSTRIAL TECHNICAL SERVICES	V6415583	5610	1,200.00	00206115
INSPIRED RESOLUTIONS LICENSED CLINICAL SOCIAL WC	V6413887	5805	1,500.00	00205959
			1,500.00	00206573
INSTITUTE FOR EDUCATIONAL LEADERSHIP, THE	V6411932	5210	7,600.00	00205775
INTEGRATED PEST CONTROL MANAGEMENT INC.	V6415101	5610	1,125.00	00206377
INTERNATIONAL E Z UP INC	V6412784	4320	348.04	00206378
		4410	8,926.65	00206231
IRONWOOD PLUMBING INC.	V6410211	5610	7,547.50	00206035
J AND A FENCE	V6409989	6126	8,250.00	00206303
			8,975.00	00206671
J AND B MATERIALS	V6400875	4410	1,237.29	00206036
J.W. PEPPER AND SON INC.	V6402214	4310	35.00	00205926
			360.91	00206037
			1,229.31	00206192
			1,033.67	00206266
			756.54	00206283
			577.20	00206591
JACKSONS A S BREA F M P	V6406346	4347	492.43	00205960
JANKOWSKI, DAVID	V6413960	5880	440.00	00206193
JASON, LEAH	V6414435	5220	53.20	00206038
JOE RHODES MAINTENANCE SERVICE	V6402367	5610	439.60	00205853
JOHNNY'S SELECTED SEEDS	V6416119	4310	188.83	00206039
JOHNSON, MONICA	V6416137	5220	95.76	00205961
			62.72	00206040
JOHNSTONE SUPPLY	V6402415	4355	14.17	00205893
			151.33	00206672
JOLLY BOY BURGERS	V6414568	5881	714.00	00206041
			2,000.00	00206416
JUNGLE JUMPAROO	V6416097	4310	3,282.23	00205894
JURENKA, MARY	V6406574	5210	132.30	00205854
JUSTICE TESTING	V6413455	5610	1,050.00	00206304
KARAPOULIOS, ELENI	V6406815	4390	337.26	00206194
KATELLA HIGH SCHOOL	V6402515	8699	1,588.13	00206522
KAYEKJIAN, KAREN	V6416152	5210	1,299.00	00206232
KELLY MURIELLO	V6411639	4310	2,840.37	00206466
KELLY SPICERS INC	V6404405	4320	9,113.77	00206592

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
KEMP, CHRISTINE	V6400923	5220	56.00	00206042
			22.75	00206697
KENNEDY HIGH SCHOOL	V6402571	8699	533.46	00206523
KEYGENT LLC	V6414871	5810	4,500.00	00206524
KEYS, JENNIFER	V6414436	5220	45.15	00206043
KING, DON JAY	V6408028	5210	89.62	00206044
KIVA ADVENTURE RANCH LLC	V6415672	5860	18,000.00	00206267
KIWI INGENUITY	V6412117	6490	4,103.86	00206116
KLIEM, ERIN	V6415210	5220	28.35	00206195
KNEPP, AMANDA	V6413870	5220	76.30	00206045
KYA SERVICES	V6411393	6490	89,413.01	00206467
LA CURAN, ANJEANETTE	V6414774	5210	52.88	00206417
		5220	128.45	00206117
LA HABRA FENCE COMPANY LLC	V6409707	6126	13,519.00	00206418
LABELL EXCHANGE	V6412680	5918	817.61	00205855
			1,636.43	00206379
LABELS DIRECT INC.	V6415090	5610	546.48	00206046
LAGUNA CLAY CO.	V6402645	4310	478.36	00206233
			877.97	00206650
		5610	646.12	00206305
LANGUAGE NETWORK INC	V6409301	5810	1,120.81	00205895
			2,587.21	00206284
			402.60	00206574
			1,920.14	00206593
		8699	312.05	00206593
LARA, JOSE	V6413230	4390	517.74	00206419
		5210	1,042.76	00206306
		5880	1,617.75	00206196
		5881	782.70	00206196
			360.96	00206419
			293.35	00206698
LE, CAITLIN	V6415902	5220	26.60	00206307
			26.60	00206699
LEGACY INCORPORATED	V6416102	4210	538.75	00206420
LEGACY THEATRICAL DESIGN	V6413442	5620	3,500.00	00205816
LEXINGTON JUNIOR HIGH SCHOOL	V6402729	8699	267.91	00206525
LIFETOUCH NATIONAL SCHOOL STUDIOS	V6412694	4310	3,583.77	00206380
LITTLE FOX ONLINE	V6413345	5880	180.00	00206651
LIZARRAGA MIRALDA, RAQUEL	V6413314	5220	45.50	00206118
LOARA ASB	V6402803	5810	8,587.00	00206594
		8699	409.91	00206526
LOPEZ, CYNTHIA D.	V6407771	5220	113.40	00206234
LUNGREN, JAMIE	V6414444	5210	538.04	00206047
		5220	133.35	00206047
LUX BUS AMERICA COMPANY	V6412135	5620	13,780.00	00205896
LYMAN, SEAN	V6407962	5880	79.99	00206119
MACKIN LIBRARY MEDIA	V6402903	4210	1,927.96	00205817
			794.52	00205856
			2,167.77	00205927
			1,902.24	00205962
			799.82	00206048
			1,613.97	00206381
			203.60	00206421
			2,115.81	00206575

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			2,932.89	00206700
MAGGIE'S RENTAL PARTY SUPPLIES	V6416146	5620	144.00	00206159
MAGNOLIA HIGH SCHOOL	V6402920	8699	268.49	00206527
MAGNOLIA URBAN AFRICAN DANCERS	V6415526	5805	600.00	00206308
MANRIQUE, ROBYN	V6415209	5210	1,008.28	00206652
MAO, SKYLER	V6416135	5210	77.98	00206049
MARASCO, MATTHEW	V6416148	5220	0.70	00206120
MARCUS MANAGEMENT SOLUTIONS	V6411856	5805	25,374.43	00205963
MARDAN CENTER OF EDUCATION	V6402945	5860	5,224.41	00206285
MARTINEZ NURSERY	V6415579	4347	62.49	00205818
			281.19	00206050
			506.39	00206309
			1,179.85	00206673
MASTERMIND PRODUCTION GROUP INC.	V6414192	4410	2,940.82	00205897
		5610	1,385.36	00206576
MAY AVENUE INC	V6415748	4320	2,603.16	00205857
MC FADDEN DALE HARDWARE CO	V6403056	4355	448.86	00205858
			104.29	00206197
			1,438.39	00206310
			864.77	00206468
MEDCO SUPPLY COMPANY	V6405872	4310	319.99	00205928
			69.07	00206160
MENDEZ, ROCIO	V6415043	5220	43.26	00206311
MIKE'S CUSTOM FLOORING INC	V6415260	5610	1,415.02	00206674
MIRANDA, KRYSTAL	V6414657	5220	228.60	00206121
MIRANDA, SUSAN	V6405713	5210	171.98	00206312
MISSION LINEN SUPPLY	V6411115	4388	440.19	00205819
			219.04	00206198
			219.04	00206382
		5620	217.22	00205898
MONJE, ARIANA	V6416139	5220	40.67	00205964
			107.10	00206235
MONTGOMERY HARDWARE CO.	V6405624	4355	1,098.40	00206313
			791.25	00206383
			2,913.18	00206675
		4410	633.76	00205859
MORSCO INC	V6412910	4355	329.53	00205776
			116.84	00206161
			126.81	00206314
MOTTA, ALEXA	V6414720	5880	149.99	00206122
MRS. NELSON'S BOOK COMPANY LLC	V6409076	4210	672.90	00206051
MURALS FOR SCHOOLS	V6413189	5610	4,471.00	00205929
MUSIC AND ARTS CENTER	V6411397	4310	1,437.68	00206052
			2,033.89	00206236
			476.44	00206469
			1,078.98	00206577
			62.99	00206676
		4410	1,357.92	00206236
MUSIC AND THEATRE CO. LLC, THE	V6413747	5620	9,275.00	00206053
MUSIC EDUCATION CONSULTANTS INC.	V6413426	5805	750.00	00206268
MUSICAL THEATRE INTERNATIONAL	V6409381	5880	4,562.94	00206528
MUTRAIS, VERANA	V6415614	5210	735.32	00206384
MYPHONE HERO	V6413250	4310	840.00	00206595
NASCO	V6403253	4310	1,367.22	00205777

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			232.74	00206269
		9320	1,253.00	00205930
NATIS HOUSE	V6415253	5880	47,850.00	00206162
			5,800.00	00206422
NAVARRO, MONICA	V6412545	5210	95.90	00206315
		8699	48.91	00206596
NEWEGG BUSINESS INC	V6412716	4320	218.40	00205931
NGUYEN, AMY	V6412777	5220	136.85	00206054
			80.50	00206578
NGUYEN, ANDY	V6412240	5210	452.18	00205899
NGUYEN, CHINH	V6412608	5220	82.60	00206055
NGUYEN, HIEU	V6416022	5220	30.45	00205778
NGUYEN, MIMI	V6416048	5220	59.85	00206056
NIMBLE INDUSTRIES INC	V6414997	5880	2,184.00	00206701
NINOV, VESSELIN	V6414445	5220	134.40	00206057
			154.35	00206199
NORCON COMMUNICATIONS INC	V6409357	4410	3,046.43	00205779
NORTH ORANGE COUNTY REGIONAL	V6403384	7223	36,606.00	00206058
		7283	783,413.00	00205932
NUNEZ, DOMITILA	V6415816	5220	117.60	00206059
			84.00	00206597
OC HUMAN RELATIONS COUNCIL	V6403458	5805	95,000.00	00206471
OCDE	V6403452	5210	400.00	00206286
		5810	1,675.00	00206702
		7141	112,259.93	00206237
OFFICE DEPOT	V6403421	4310	496.72	00206200
		4320	664.17	00205860
			73.25	00206316
			541.11	00206598
OH, VIVIAN	V6416136	5210	95.05	00205966
OLIVE CREST ACADEMY	V6410765	5860	49,860.22	00205821
			38,178.05	00206579
ONE DAY SIGNS	V6405664	4310	1,104.44	00205780
		4355	468.71	00206424
			215.50	00206472
		5810	2,824.40	00206599
OPTIMUM ENERGY DESIGN LLC	V6411411	6212	570.00	00206425
		6227	22,996.32	00206473
ORANGE COUNTY ATHLETIC DIRECTOR'S ASSOCIATION	V6414335	5880	250.00	00206060
ORANGE COUNTY BEARING	V6409966	4355	32.33	00205822
ORANGE COUNTY FARM SUPPLY	V6403455	4347	6,154.68	00206677
ORANGE COUNTY FIRE PROTECTION	V6403457	5610	384.97	00205781
ORANGE COUNTY PUBLIC SAFETY	V6411157	5810	23,450.00	00206530
ORANGEVIEW JR HIGH SCHOOL	V6403468	8699	199.06	00206531
O'REILLY AUTO PARTS	V6411401	4370	490.63	00205965
			257.45	00206123
			561.44	00206423
			647.35	00206529
			36.35	00206653
		4375	474.10	00206123
			289.80	00206385
			150.25	00206470
			275.25	00206653
		4376	401.10	00206385

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			523.35	00206653
		4385	1,009.84	00205820
			1,152.03	00206123
			493.87	00206385
			231.07	00206470
			132.43	00206653
		4387	117.16	00205820
			327.49	00206385
ORTA RODRIGUEZ, IRLANDA	V6413279	5220	60.97	00206124
ORTIZ, JULIA	V6415830	5220	90.30	00206125
OXFORD ACADEMY	V6403485	8699	633.31	00206532
PACIFIC COAST PROPANE LLC	V6414612	4383	49,974.57	00206126
PACIFIC POWER TOOLS LLC	V6415823	4355	396.46	00206474
PALMER, DONALD	V6405811	5220	78.40	00205900
			49.00	00206201
PARADIGM HEALTHCARE SERVICES LLC	V6403536	5810	71,244.76	00206238
PARK, ESTHER	V6411350	5220	110.95	00206061
PARK, JULIA	V6414759	5210	293.82	00205823
		5220	45.50	00205933
PARK, LEANNE	V6416032	5210	27.95	00206127
PARK, RUTH	V6415130	8699	36.85	00206600
PARKER AND COVERT LLP	V6403544	5821	2,256.27	00205934
			5,862.50	00206533
PARKHOUSE TIRE INC.	V6403547	4386	2,711.44	00206128
PARTIDA, ELIZABETH	V6416154	5220	9.80	00206317
			9.80	00206703
PATINO, REUBEN	V6403910	5220	182.84	00206062
			89.95	00206704
PAVASARS, JOHN	V6408437	5220	329.00	00206202
			280.70	00206705
PELICAN AUTO	V6414406	5610	139.95	00206129
			1,629.50	00206475
PENNER PARTITIONS INC	V6403625	4355	1,035.48	00205861
			242.44	00206534
PEREZ, ANGEL	V6415595	5880	70.00	00206535
PERRUZZI, ANA	V6413667	5220	55.65	00206476
PHOENIX DESERT SUMMER INSTITUTE	V6411594	5210	795.00	00206654
PHOENIX HOUSE ORANGE COUNTY INC.	V6413639	5880	13,800.00	00206130
PIEDMONT PLASTICS INC #540	V6416084	4310	843.90	00205935
PINNACLE PETROLEUM INC.	V6412426	4381	36,462.49	00206477
PITNEY BOWES	V6403677	5610	1,782.42	00205901
PLACENTIA YORBA LINDA USD	V6403683	5620	491.25	00205902
PLUMBING AND INDUSTRIAL SUPPLY CO INC	V6412332	4355	51.19	00206063
PORTVIEW PREPARATORY INC.	V6411850	5860	1,477.20	00206131
PRESENTATION FOLDER INC	V6403738	5810	803.39	00206601
QUADIENT INC	V6415046	5610	844.76	00206478
RABBIT LASER USA LLC	V6412226	6490	11,768.00	00205967
RAMIREZ, JULIETA	V6415568	5220	60.00	00206064
RAMIREZ, MARIA T.	V6412066	5220	110.60	00206065
RAMIREZ, MELANIE	V6416109	5220	145.18	00206239
REALL, JULIEANNE	V6408222	5220	148.12	00206203
RED DRAGON ELECTRIC INC	V6413809	6270	171,950.00	00206426
			56,714.73	00206706
REECE PLUMBING	V6415680	4410	736.89	00206707

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
REGION IX EDUCATION COOPERATIVE	V6416147	5210	700.00	00206132
RELIABLE DELIVERY SERVICE INC	V6414474	5880	1,900.00	00206479
REPUBLIC SERVICES OF SO. CALIFORNIA	V6410174	5580	1,826.46	00206163
			6,882.94	00206240
REVOLVING CASH FUND	V6405190	5880	34,079.00	00206602
RIDDELL ALL AMERICAN	V6403939	4310	4,522.17	00206241
			5,220.57	00206480
		4410	1,486.95	00206241
		5630	22,217.82	00206480
			5,810.83	00206603
RILES, QUINTON	V6414719	5210	50.00	00205862
ROCKLER WOODWORKING AND HARDWARE	V6403987	4355	194.87	00206318
RODRIGUEZ, MARITZA	V6415007	5220	56.14	00206066
RODRIGUEZ, YVONNE	V6405150	5220	232.75	00206204
ROGERS, KATELYNN	V6415586	5220	101.50	00205968
ROJAS, MANUEL	V6416156	4320	13,787.20	00206536
ROLLERSON, TERRENCE	V6408470	5210	445.19	00206708
ROSEBURROUGH TOOL CO. INC	V6404014	4355	190.19	00206709
ROSENBERG, PAOLA	V6411872	5210	2,516.81	00205782
			1,716.31	00206319
ROSSIER PARK JR SR HIGH SCHOOL	V6411451	5860	14,275.77	00206320
RUHNAU CLARKE ARCHITECTS	V6412249	6211	18,375.00	00206481
		6216	690.00	00206386
RUIZ FLORES, CLAUDIA	V6408647	5881	207.20	00206133
RUIZ, BRANDON	V6416110	5220	55.09	00206242
RUIZ, NAOMI	V6415281	5220	58.38	00206482
RUSSELL, JEFFREY	V6407882	5220	135.80	00206483
RWC INTERNATIONAL LTD	V6414635	4376	432.38	00206710
		4385	360.76	00206164
			1,209.26	00206484
RYDIN	V6404048	4320	504.27	00205936
RYLAARSDAM, MICHAEL	V6408791	5210	44.00	00206485
S.C. SIGNS AND SUPPLIES LLC	V6410977	4355	1,298.93	00206486
SAFETY KLEEN SYSTEMS INC.	V6404072	5610	257.00	00206487
SALCEDO, MAYRA	V6414689	5210	250.00	00206488
SANGREN, SCOTT	V6413399	4390	411.63	00206134
SAVANNA HIGH SCHOOL	V6404130	8699	842.86	00206537
SAVVAS LEARNING COMPANY	V6403609	4110	21,760.03	00206135
		4310	0.00	00206135
SCHOLAR SYSTEM LLC	V6416065	5805	18,000.00	00206165
SCHOOL SPECIALTY INC	V6404173	4310	158.67	00205824
			1,129.99	00206270
		9320	175.40	00206270
			70.58	00206604
SCHWARTZ, BILLIE	V6400521	5220	45.29	00205783
SCIACCA, BRIAN	V6413570	5821	10,000.00	00205825
SCOTT EQUIPMENT INC	V6414353	4347	-711.76	00205826
		4355	74.04	00205826
		4410	1,081.40	00205826
			4,712.41	00206605
SEHI COMPUTER PRODUCTS INC	V6404221	4310	70,891.15	00205784
		4320	991.30	00205969
		4410	2,023.28	00205903
			31,486.94	00205937

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			807.05	00206136
			3,907.87	00206166
			42,351.39	00206205
			2,677.78	00206489
			1,507.43	00206538
		5610	75.00	00206136
SEMA LLC	V6414512	4310	5,520.81	00206606
		4320	5,082.11	00206606
SENG, SOTHEARA	V6414712	5220	22.40	00206137
SERRANO, GUADALUPE	V6412793	5210	849.79	00206711
SHERMAN, MICAH	V6414207	5220	93.45	00206607
SHOETERIA INC	V6415901	4345	2,626.05	00205904
			805.09	00206271
			3,186.74	00206321
			751.51	00206490
			1,055.15	00206655
			2,170.21	00206712
SIGLER INC., RUSSELL	V6410420	4355	60.56	00205863
			307.52	00206322
SITEONE LANDSCAPE SUPPLY LLC	V6414074	4347	131.94	00206491
SKILLSUSA CALIFORNIA	V6411532	5880	2,450.00	00206713
SLIM, NABIL	V6403237	5881	44.00	00206492
SMITH, MALINDA	V6415110	5220	45.71	00206067
			44.17	00206608
SOCALGRAD	V6411708	4320	537.86	00205785
			1,262.10	00205938
			48.49	00205970
			1,011.90	00206323
			212.81	00206539
SOCIAL STUDIES SCHOOL SERVICE	V6404322	4310	153.60	00206138
			91.59	00206324
SONG, EUNICE	V6414210	4310	765.20	00206714
		4390	396.27	00206714
SOSA, KANDYCE	V6413144	5220	92.68	00206068
			109.76	00206609
SOTO, ADRIANA	V6415014	5210	48.04	00206069
		5220	41.09	00205905
SOUTH COAST AIR QUALITY	V6404356	5880	334.94	00206493
SOUTH JHS ASB	V6405227	8699	436.43	00206540
SOUTHEAST LOCK SUPPLY LLC	V6413838	4310	2,613.72	00206715
SOUTHERN CALIFORNIA EDISON CO.	V6404370	5520	125,470.87	00206167
SOUTHERN TIRE MART LLC	V6415603	4386	30.00	00205827
			1,795.46	00206494
SOUTHPAW ENTERPRISES	V6404380	4310	518.00	00205906
SOUTHWEST SCHOOL AND OFFICE SUPPLY	V6404383	4310	480.35	00206206
		4320	260.49	00205864
			320.32	00206243
		9320	892.82	00205864
			99.56	00205939
			96.54	00206070
			968.11	00206139
			244.38	00206325
			1,319.89	00206610
SPEECH AND LANGUAGE	V6404400	5860	52,057.72	00206495

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
SPENCER, KASEY	V6407568	5220	117.46	00206071
SPORTS FACILITIES GROUP INC	V6410318	4355	0.00	00206496
		5610	4,600.00	00206496
STAGED CINEMA WARDROBE RENTALS	V6416082	5620	100.00	00206716
STAPLES ADVANTAGE	V6410116	4310	89.32	00205786
			974.11	00205907
			656.03	00206072
			917.97	00206140
		4320	440.42	00205828
			320.62	00205907
			161.60	00205940
			323.18	00206072
		4410	0.00	00206072
			1,794.65	00206497
STATE OF CALIFORNIA	V6404447	5610	350.00	00206141
STECHER, ANGELA	V6412631	5220	63.00	00206498
			109.34	00206611
		8699	128.00	00206168
STEVE WEISS MUSIC	V6410268	4310	408.52	00205787
STEVENSON, ANNA	V6408980	4390	139.88	00206612
STORM WATER INSPECTION	V6412799	5610	531.00	00205941
STRAIGHT UP ABILITIES	V6413724	5880	500.00	00206613
STUTTERING THERAPY RESOURCES INC	V6414473	4310	127.68	00206541
SULLIVAN, EVE	V6408490	5210	1,672.50	00205865
SUNBELT RENTALS INC.	V6405959	5620	1,690.49	00206073
SUPPLY SOLUTIONS	V6411849	9320	225.95	00205788
			123.32	00206074
SUPPLYMASTER	V6404538	4310	234.03	00206244
SUSANNA AND JUAN CARLOS ROSARIO	V6415557	5880	1,937.50	00206326
SWEETWATER SOUND	V6409201	4410	4,165.26	00205789
SWITZER, MICHAEL	V6411497	5220	50.40	00206169
T MOBILE	V6410424	5918	1,264.20	00205908
			15,157.67	00206143
		5930	12,930.00	00206142
TAO ROSSINI A PROFESSIONAL	V6414113	5821	1,950.00	00205866
TARANGO, PABLO	V6415589	5210	994.04	00206144
TEACHERS COLLEGE PRESS	V6404619	4210	5,630.32	00205790
TERCERO, JOSEPHINE	V6416085	5220	14.28	00206499
THOMA LUNDBERG, JON	V6406068	5210	3,258.57	00205867
THOMSON REUTERS WEST	V6407958	5880	161.00	00206075
TLAQUEPAQUE RESTAURANT BAKERY & GRILL CORP	V6416134	5881	706.88	00206076
TOTALLY PROMOTIONAL	V6411321	5810	173.53	00206614
TRANE COMPANY, THE	V6407007	5880	4,494.00	00206327
TRILLIUM USA COMPANY LLC	V6414462	4392	2,586.43	00205942
			2,457.94	00206170
			1,686.87	00206328
			2,221.99	00206717
TUPARAN, LUIS	V6410822	5220	208.67	00206500
			152.11	00206718
TURF STAR INC	V6404805	4347	430.64	00205868
			201.74	00205943
			215.30	00206329
U S BANK	V6406511	4210	565.69	00206330
		4310	11,538.12	00206330

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
		4320	3,973.08	00206330
		4347	310.77	00206330
		4390	1,103.20	00206330
		4410	4,233.86	00206330
		5210	9,841.06	00206330
		5880	2,622.20	00206330
		5881	957.28	00206330
U S POSTAL SERVICE	V6404814	5910	1,081.52	00206077
ULINE	V6406546	4310	1,422.30	00206542
		4320	629.51	00205909
			476.59	00206542
		4347	447.85	00206542
		4410	3,685.05	00206542
		5610	252.29	00206615
UNION AUTO SERVICE CENTER	V6404840	4370	1,008.98	00206501
			287.71	00206719
		5610	1,105.00	00206501
			970.00	00206719
UNITED REFRIGERATION INC.	V6404853	4355	81.62	00205829
UPROAR THEATRICS	V6415145	5880	2,850.00	00205971
URQUIDEZ, JODI	V6402362	5881	340.53	00206145
US AIR CONDITIONING DISTRIBUTORS	V6404317	4355	6.53	00205830
			156.71	00205869
			32.12	00205972
			1,718.38	00206078
			4,519.94	00206331
			2,532.60	00206502
			7,109.47	00206720
VALLEY VISTA SERVICES INC	V6411966	5580	9,430.68	00206721
VARELA, ESTELLA	V6416078	5220	47.60	00206171
VAZQUEZ, ALBERT	V6415663	5210	45.00	00206722
VAZQUEZ, HILDA	V6402048	5210	501.36	00205973
VAZQUEZ, LIZBETH SEGURA	V6412067	5220	37.10	00206656
VERA, JECENIA	V6415574	5210	1,514.06	00206079
			1,336.03	00206272
VERTICAL TRANSPORT INC	V6413440	5610	1,800.00	00205974
			1,892.00	00206273
VILDOSOLA, PATRICIA	V6413267	5220	132.30	00206080
VISION COMMUNICATIONS CO.	V6404955	4310	1,616.25	00205791
		4320	1,987.99	00205791
		5610	1,872.00	00206274
VISTA PAINT CORPORATION	V6404961	4347	143.84	00206332
		4355	97.93	00205944
			2,429.21	00206332
			294.47	00206503
			186.22	00206543
			356.20	00206723
VIVACITY TECH PBC	V6414761	4310	672.80	00206544
VORTEX INDUSTRIES INC	V6412411	5610	3,807.50	00205870
			4,541.73	00205945
W STRATEGIES LLC	V6414038	5805	5,000.00	00205946
WALKER JR HIGH SCHOOL	V6404990	5810	85.00	00206545
		8699	64.97	00206545
WALKERS DELI	V6407901	4390	73.37	00205910

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
			38.71	00206616
		5881	47.68	00206546
WALTERS WHOLESALE ELECTRIC CO	V6409053	4345	-877.32	00206657
		4355	534.15	00205831
			668.70	00205871
			1,267.73	00206333
			1,208.39	00206617
			1,448.53	00206657
			189.21	00206724
WATERLINE TECHNOLOGIES INC.	V6403700	4355	2,368.35	00205911
			8,204.82	00205975
			3,473.31	00206081
			661.59	00206334
			11,582.46	00206725
		5610	3,700.00	00205947
		6156	8,989.58	00205947
WEATHERPROOFING TECHNOLOGIES INC	V6413385	6122	7,760.00	00205792
WEINRAUB, ERIKA	V6414375	5220	16.10	00206082
WENGER CORP	V6405024	4347	978.96	00206275
WEST SHIELD ADOLESCENT SERVICE	V6405037	5880	3,831.26	00206083
			18,510.32	00206287
			5,668.36	00206618
WESTAIR GASES AND EQUIPMENT INC	V6416123	4383	645.56	00205872
			146.19	00205912
			100.27	00205976
			229.84	00206619
			1,057.95	00206726
WESTERN HIGH SCHOOL ASB	V6405044	5810	12,510.50	00206547
		8699	882.53	00206547
WESTRUX INTERNATIONAL INC	V6405053	4376	303.16	00206658
WHITE CAP LP	V6408170	4355	41.17	00206335
WHITE, GINA	V6415155	5220	97.86	00205873
			5.60	00206207
WINDISCH, NANCY	V6415874	5210	525.00	00205977
			739.26	00206146
WINZER	V6412060	4375	4,161.00	00206727
WRIGHT, LISA	V6410785	5210	30.26	00206728
WRS GROUP LTD.	V6402013	4310	565.39	00205793
YENNIS PARTY RENTALS INC.	V6413218	5620	549.75	00206659
YETT, JESSICA	V6412457	5210	503.74	00206245
		8699	67.34	00206620
YOUTH CARE OF UTAH INC	V6414051	5860	22,560.02	00206084
ZEPEDA, SARAH	V6412585	4310	276.17	00206276
GENERAL FUND (0101)			**6,139,864.76**	
DK PIPELINE LLC	V6416036	6156	44,350.00	00206277
OPTIMUM ENERGY DESIGN LLC	V6411411	6212	9,808.50	00206427
DEFERRED MAINTENANCE FUND (1414)			**54,158.50**	
CRISP IMAGING	V6408990	6241	1,259.41	00206387
DIVISION OF THE STATE ARCHITECT	V6411414	6210	3,912.50	00205978
ORBACH HUFF SUAREZ AND HENDERSON LLP	V6408078	5821	958.50	00206388

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
PUBLIC ECONOMICS INC	V6403787	5810	27.45	00205948
SGH ARCHITECTS	V6414521	6212	45,023.13	00206428
TWINING CONSULTING	V6412575	6290	430.00	00206621
UTIL LOCATE	V6412856	6209	2,805.00	00206246
CAPITAL FACILITIES FUND (2525)			**54,415.99**	
BECK'S CONSTRUCTION SERVICE	V6415291	6291	2,862.00	00206429
CITY OF ANAHEIM	V6400957	6222	4,983.79	00205794
COMPLETE ACCESS SOLUTIONS	V6415052	6274	4,000.00	00205979
CRISP IMAGING	V6408990	6241	736.09	00206389
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	7,177.50	00206622
HCI SYSTEMS INC	V6413251	6276	315.00	00205795
INDEPENDENT	V6413456	6252	1,630.00	00206504
ORBACH HUFF SUAREZ AND HENDERSON LLP	V6408078	6274	2,549.00	00206390
			882.00	00206623
RUHNAU CLARKE ARCHITECTS	V6412249	6212	2,400.00	00205980
			27.60	00206391
TWINING CONSULTING	V6412575	6240	10,141.00	00206624
		6290	1,948.75	00206624
VITAL INSPECTION SERVICES INC	V6412251	6291	5,400.00	00206430
CAPITAL FACILITIES RDA FUND (2545)			**45,052.73**	
AP CONSTRUCTION GROUP INC	V6415026	6269	1,047,765.93	00206431
BECK'S CONSTRUCTION SERVICE	V6415291	6291	26,436.00	00205990
			20,868.00	00206432
CITIZENS BUSINESS BANK	V6415293	6270	1,925.45	00206729
CONSTRUCT 1 ONE CORP	V6415278	6270	422,350.87	00206730
COSCO FIRE PROTECTION INC	V6412879	6290	4,200.00	00205981
CRISP IMAGING	V6408990	6241	7,965.68	00206392
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	256,275.00	00206625
DIVISION OF THE STATE ARCHITECT	V6411414	6210	300.00	00205982
DLR GROUP INC	V6414501	6212	5,593.75	00205983
			22,767.24	00206433
ELEVATE LEARNING LLC	V6411791	4410	340.67	00206731
ERICKSON HALL CONSTRUCTION CO	V6413032	6270	250,825.93	00206393
INDEPENDENT	V6413456	6252	880.00	00206505
JM AND J CONTRACTORS	V6410460	6165	3,900.00	00206336
		6274	1,300.00	00205796
NEFF CONSTRUCTION INC	V6415256	6270	36,583.63	00206732
OPTIMUM ENERGY DESIGN LLC	V6411411	6212	38,879.00	00206434
ORANGE COUNTY PUBLIC SAFETY	V6411157	6274	12,545.00	00205797
PJHM ARCHITECTS INC	V6414522	6212	11,358.52	00205984
SGH ARCHITECTS	V6414521	6212	7,812.50	00206435
TWINING CONSULTING	V6412575	6290	77,336.81	00206626
VITAL INSPECTION SERVICES INC	V6412251	6291	19,656.00	00206436
SPECIAL RESERVE FUND (4040)			**2,277,865.98**	
A AND V CONTRACTORS INC.	V6410406	6299	23,009.00	00205991
COURTNEY INC	V6415758	6270	58,415.75	00206394
CRISP IMAGING	V6408990	6241	1,207.74	00206395
CUMMING CONSTRUCTION MANAGEMENT INC	V6411922	6273	34,320.00	00206627

VENDOR NAME	VENDOR ID	OBJECT	CK AMT	CK#
DISCOUNT MOVERS INC	V6415632	6274	4,900.00	00205985
DONALD KROTEE PARTNERSHIP INC	V6413265	6212	9,950.70	00206396
			10,105.79	00206628
ENCORP	V6409154	6250	1,750.00	00205986
GDL BEST CONTRACTORS INC	V6412393	6216	140,571.50	00205992
GRAYBAR ELECTRIC COMPANY	V6401918	6274	1,295.61	00206208
			68.24	00206288
INDEPENDENT	V6413456	6252	1,520.00	00206506
NEFF CONSTRUCTION INC	V6415256	6270	257,809.53	00206548
			205,651.36	00206629
PRINGLES DRAPERIES AND BLINDS	V6405953	6274	57,028.20	00206549
RACHLIN PARTNERS	V6414596	6212	28,262.50	00205987
		6273	10,937.50	00206630
TWINING CONSULTING	V6412575	6290	22,389.20	00206631
VITAL INSPECTION SERVICES INC	V6412251	6291	18,792.00	00206437
WALTERS WHOLESALE ELECTRIC CO	V6409053	6274	6,315.68	00206209
			591.94	00206733
CAPITAL RESERVE FUND (4042)			**894,892.24**	
ALLIANCE OF SCHOOLS FOR COOPERATIVE	V6415882	5462	12,446.20	00206085
			16,633.69	00206734
			16,369.40	00206735
AMERICAN FIDELITY ASSURANCE COMPANY	V6408036	5450	10,445.18	00205913
			10,521.80	00206736
AUHSD	V6400400	5891	1,182,557.91	00205874
			1,113,675.17	00206086
			1,083,524.40	00206247
			1,070,228.22	00206507
			1,063,889.07	00206660
		5895	370,785.55	00205874
			329,809.64	00206086
			209,840.43	00206247
			332,403.86	00206507
			404,117.29	00206660
CALIFORNIA SCHOOLS DENTAL COALITION	V6405368	5892	235,070.00	00206248
DELTA DENTAL INSURANCE COMPANY	V6411391	5465	17,203.24	00206087
			17,081.82	00206737
GALLAGHER BENEFIT SERVICES INC.	V6408675	5812	11,250.00	00206249
LUMINARE HEALTH BENEFITS INC	V6415407	5812	458,435.27	00205798
			453,602.91	00206550
RETIREE FIRST LLC.	V6413748	5466	208,060.38	00206337
VISION SERVICE PLAN	V6404956	5464	54,183.01	00205914
			53,551.56	00206738
HEALTH AND WELFARE (6769)			**8,735,686.00**	
GREATER ANAHEIM SELPA	V6401927	7500	1,620.00	00205875
			84,958.00	00205876
PASS THRU FUND (7676)			**86,578.00**	
GRAND TOTAL ALL FUNDS			**18,288,514.20**	

EXHIBIT II

ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB BALANCES
Apr-25

Oxford-not submitted

School Name	Prior Month Total	Current Month			
		Checking	Petty Cash / Change Fund	Savings	Total
Anaheim	375,042.40	230,992.09	1,000.00	67,513.46	299,505.55
Western	445,685.94	281,325.09	1,275.00	138,378.77	420,978.86
Magnolia	190,150.19	160,100.55	700.00	-	160,800.55
Savanna	161,518.34	148,329.75	500.00		148,829.75
Loara	192,508.61	184,444.08	800.00		185,244.08
Katella	215,271.56	276,112.45		-	276,112.45
Kennedy	430,900.05	399,461.99	1,300.00		400,761.99
Cypress	801,482.38	765,120.33	1,700.00		766,820.33
Brookhurst	14,405.55	8,253.46	180.00		8,433.46
Orangeview	14,703.09	14,913.14			14,913.14
Walker	51,615.04	48,431.55			48,431.55
Dale	58,218.05	58,428.92	800.00		59,228.92
Sycamore	16,366.40	12,804.24			12,804.24
Ball	32,000.25	35,190.58			35,190.58
South	75,437.18	74,934.81			74,934.81
Oxford	693,331.10	691,690.47	260.00		691,950.47
Lexington	77,150.27	78,867.40			78,867.40
Hope	69,593.32	69,944.97			69,944.97
Gilbert	42,087.28	46,816.15			46,816.15
Cambridge	8,741.11	9,017.77			9,017.77
Total	3,966,208.11	3,595,179.79	8,515.00	205,892.23	3,809,587.02

Anaheim Union High School District

Cafeteria Fund

Financial Statements

March 2025

Balance Sheet

Anaheim Union High School District

03/31/2025

Account Number	Description	
Asset	**Assets**	
CASH		
9120	Cash-Checking	$16,151,393.58
9122	Change Fund	$3,520.69
Total CASH		$16,154,914.27
RECEIVABLE		
9210	A/R - Current	$14,067.06
9280	A/R - State	$2,124,521.66
9290	A/R - Federal	$5,747,289.79
Total RECEIVABLE		$7,885,878.51
INVENTORIES		
9321	Food	$423,886.77
9323	Supplies	$177,476.41
Total INVENTORIES		$601,363.18
Total Asset		**$24,642,155.96**
Liability	**Liabilities and Fund Balance**	
LIABILITIES		
9510	A/P - Current	$2,663,749.72
9580	Sales Tax Liability	$965.77
9599	Purchases Clearing	$0.00
9650	Deferred Revenue	$144,175.86
Total LIABILITIES		$2,808,891.35
Total Liability		**$2,808,891.35**
Fund Balance	**Liabilities and Fund Balance**	
FUND BALANCE		
9780	Fund Balance: Central Kitchen	$2,799,332.90
9798	Fund Balance	$17,377,027.24
Total FUND BALANCE		$20,176,360.14
Total Fund Balance		**$20,176,360.14**
Current Year Profit (Loss)		**$1,656,904.42**
Total Liabilities and Fund Balance		**$24,642,155.91**

Show all data

Statement of Revenue and Expense

Anaheim Union High School District

	Period 9 Ending in 03/31/2025				Period 9 Ending in 03/31/2024			
	Monthly	%	YTD	%	Monthly	%	YTD	%
Revenue								
Local Revenue								
8635	$1,160.66	0.04%	$26,170.37	0.11%	$36,093.50	1.15%	$371,907.34	1.41%
A La Carte Sales								
8636	$83.79	0.00%	$428.79	0.00%	$54.32	0.00%	$567.33	0.00%
Adult Rev. - Breakfast								
8637	$511.03	0.02%	$4,364.69	0.02%	$495.70	0.02%	$5,548.17	0.02%
Adult Rev. - Lunch								
Local Revenue	**$1,755.48**	**0.06%**	**$30,963.85**	**0.13%**	**$36,643.52**	**1.16%**	**$378,022.84**	**1.43%**
Federal Reimbursements								
8200	$352,502.45	12.50%	$2,991,217.66	12.09%	$389,140.85	12.36%	$2,911,821.21	11.03%
Federal Meal Revenue-Breakfast								
8220	$1,410,141.11	50.00%	$12,461,731.30	50.38%	$1,512,237.90	48.03%	$11,913,254.80	45.14%
Federal Meal Revenue-Lunch								
8290	$49,067.92	1.74%	$436,581.31	1.76%	$20,030.40	0.64%	$1,533,087.73	5.81%
Misc Federal Revenue-Snack								
Federal Reimbursements	**$1,811,711.48**	**64.24%**	**$15,889,530.27**	**64.23%**	**$1,921,409.15**	**61.02%**	**$16,358,163.74**	**61.98%**
State Reimbursements								
8500	$241,867.67	8.58%	$2,052,302.75	8.30%	$271,540.07	8.62%	$2,031,882.92	7.70%
State Meal Revenue-Breakfast								
8520	$752,374.21	26.68%	$6,648,871.39	26.88%	$821,484.00	26.09%	$7,456,711.89	28.25%
State Meal Revenue-Lunch								
State Reimbursements	**$994,241.88**	**35.25%**	**$8,701,174.14**	**35.17%**	**$1,093,024.07**	**34.71%**	**$9,488,594.81**	**35.95%**
Other Revenue								
8638	($1.70)	0.00%	$17.05	0.00%	($2.73)	0.00%	($513.01)	0.00%
Cash Over & Short								
8699	$12,485.30	0.44%	$115,335.62	0.47%	$97,531.99	3.10%	$170,156.64	0.64%
Spec Activity/Cater								
Other Revenue	**$12,483.60**	**0.44%**	**$115,352.67**	**0.47%**	**$97,529.26**	**3.10%**	**$169,643.63**	**0.64%**
Total Revenue	**$2,820,192.44**	**100.00%**	**$24,737,020.93**	**100.00%**	**$3,148,606.00**	**100.00%**	**$26,394,425.02**	**100.00%**
Expense								
Food Purchases & Govnmt								
4700	$977,562.05	34.66%	$8,223,302.50	33.24%	$999,966.76	31.76%	$7,615,308.87	28.85%
Food Purchases								
4701	$22,728.14	0.81%	$205,606.08	0.83%	$27,281.14	0.87%	$216,730.31	0.82%
Food Purchases - SFBP								
Food Purchases & Govnmt	**$1,000,290.19**	**35.47%**	**$8,428,908.58**	**34.07%**	**$1,027,247.90**	**32.63%**	**$7,832,039.18**	**29.67%**
Supplies								
4300	$36,664.21	1.30%	$223,755.94	0.90%	$19,932.78	0.63%	$189,124.38	0.72%
Materials & Supplies								
4400	$825.82	0.03%	$118,747.46	0.48%	$4,945.72	0.16%	$63,887.17	0.24%
Noncapitalized Equipment-Over $500								
4790	$74,803.88	2.65%	$613,184.06	2.48%	$75,018.20	2.38%	$771,335.87	2.92%
Supplies (Food)								
Supplies	**$112,293.91**	**3.98%**	**$955,687.46**	**3.86%**	**$99,896.70**	**3.17%**	**$1,024,347.42**	**3.88%**
Salaries								
2200	$873,570.62	30.98%	$7,337,163.21	29.66%	$840,766.23	26.70%	$6,584,842.81	24.95%
Classified Salaries								
2300	$42,496.04	1.51%	$368,794.78	1.49%	$40,496.17	1.29%	$362,768.53	1.37%
Class.Sup/Admin Salaries								

Statement of Revenue and Expense

Anaheim Union High School District

	Period 9 Ending in 03/31/2025				Period 9 Ending in 03/31/2024			
	Monthly	%	YTD	%	Monthly	%	YTD	%
2400	$52,619.33	1.87%	$444,859.77	1.80%	$50,452.76	1.60%	$386,425.02	1.46%
Clerical/Office Salaries								
Salaries	**$968,685.99**	**34.35%**	**$8,150,817.76**	**32.95%**	**$931,715.16**	**29.59%**	**$7,334,036.36**	**27.79%**
Benefits								
3202	$199,957.86	7.09%	$1,738,127.41	7.03%	$194,148.30	6.17%	$1,559,328.10	5.91%
PERS, Classified Position								
3302	$72,869.74	2.58%	$615,613.18	2.49%	$69,494.72	2.21%	$551,193.54	2.09%
OASD/MED/Classified Position								
3402	$239,506.27	8.49%	$1,990,666.55	8.05%	$213,344.09	6.78%	$1,820,595.25	6.90%
Hlth/Welfare, Classified								
3502	$482.10	0.02%	$4,094.95	0.02%	$463.84	0.01%	$3,639.72	0.01%
SUI, Classified Position								
3602	$22,143.69	0.79%	$187,769.88	0.76%	$22,975.88	0.73%	$180,975.31	0.69%
Workers Comp, Classified								
Benefits	**$534,959.66**	**18.97%**	**$4,536,271.97**	**18.34%**	**$500,426.83**	**15.89%**	**$4,115,731.92**	**15.59%**
Other Expenses								
5200	$823.49	0.03%	$16,395.13	0.07%	$789.18	0.03%	$16,745.02	0.06%
Travel & Conference								
5500	$12,554.99	0.45%	$224,828.17	0.91%	$11,675.00	0.37%	$175,102.51	0.66%
Operation & Housekeeping								
5600	$4,399.26	0.16%	$241,531.15	0.98%	$4,237.99	0.13%	$25,489.20	0.10%
Rental/Lease/Repair								
5800	$633.16	0.02%	$36,087.70	0.15%	$344.80	0.01%	$154,539.76	0.59%
Prof. Consult Service/Other Operating Exp								
5900	$31.75	0.00%	$352.42	0.00%	$44.80	0.00%	$275.31	0.00%
Fax, Pager, Postage								
6200	$21,660.00	0.77%	$35,585.00	0.14%	$0.00	0.00%	$0.00	0.00%
Bldg & Imp of Bldg								
Other Expenses	**$40,102.65**	**1.42%**	**$554,779.57**	**2.24%**	**$17,091.77**	**0.54%**	**$372,151.80**	**1.41%**
Capital Outlay								
6500	$32,898.33	1.17%	$453,651.17	1.83%	$297,710.47	9.46%	$436,385.05	1.65%
Equipment- Over $5000								
Capital Outlay	**$32,898.33**	**1.17%**	**$453,651.17**	**1.83%**	**$297,710.47**	**9.46%**	**$436,385.05**	**1.65%**
Total Expense	**$2,689,230.73**	**95.36%**	**$23,080,116.51**	**93.30%**	**$2,874,088.83**	**91.28%**	**$21,114,691.73**	**80.00%**
Net Profit (Loss)	**$130,961.71**	**4.64%**	**$1,656,904.42**	**6.70%**	**$274,517.17**	**8.72%**	**$5,279,733.29**	**20.00%**

Show all data

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2024/25 MONTHLY ENROLLMENT REPORT
Month 10
4/28/25 to 5/22/25

SCHOOL	REGULAR DAY 9th	10th	11th	12th	Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
Anaheim	601	666	578	550	2,395	2	200	2,597
Cypress	671	596	627	642	2,536	-	95	2,631
Katella	509	550	523	516	2,098	2	138	2,238
Kennedy	464	436	488	479	1,867	-	60	1,927
Loara	365	347	341	329	1,382	-	119	1,501
Magnolia	389	404	316	330	1,439	2	123	1,564
Oxford	214	210	185	201	810	-	-	810
Savanna	361	331	323	339	1,354	-	84	1,438
Western	277	385	362	308	1,332	1	98	1,431
Total Comprehensive	**3,851**	**3,925**	**3,743**	**3,694**	**15,213**	**7**	**917**	**16,137**
Anaheim Independent Learning Center	-	10	54	117	181	-	-	181
Cambridge Virtual Academy	41	64	50	36	191	-	-	191
Cypress Satellite Independent Study	3	18	19	14	54	-	-	54
Gilbert High School	1	8	124	227	360	-	115	475
Katella Satellite Independent Study	1	8	14	17	40	-	-	40
Kennedy Satellite Independent Study	-	5	11	17	33	-	-	33
Magnolia Independ Learning Center	-	10	39	58	107	-	-	107
Nonpublic School	-	-	-	-	-	-	27	27
Polaris High School	20	21	30	37	108	-	-	108
Savanna Independent Learning Center	-	5	51	57	113	-	-	113
Special Education Transition Program					-		158	158
Western Independent Learning Center	-	4	48	74	126	-	-	126
Total Alternative Ed	**66**	**113**	**440**	**654**	**1,273**	**-**	**300**	**1,613**
Hope	-	-	-	-	-	14	219	233
Total Senior High Schools	**3,917**	**4,038**	**4,183**	**4,348**	**16,486**	**21**	**1,436**	**17,983**

SCHOOL	REGULAR DAY 7th	8th	Subtotal	Hosp/Hm		SP ED		TOTAL STUDENTS
Ball	336	378	714	1		45		760
Brookhurst	314	320	634	-		67		701
Dale	443	497	940	-		50		990
Lexington	589	559	1,148	-		33		1,181
Orangeview	267	293	560	1		44		605
Oxford	261	232	493	2		-		495
South	529	571	1,100	2		58		1,160
Sycamore	490	580	1,070	1		70		1,141
Walker	422	426	848	-		48		896
Total Comprehensive	**3,651**	**3,856**	**7,507**	**7**		**415**		**7,929**
Cambridge Virtual Academy	29	48	77	-		-		77
Nonpublic School	-	-	-	-		8		8
Polaris High School	2	16	18	-		3		21
Total Alternative Ed	**2**	**16**	**18**	**-**		**11**		**106**
Total Junior High Schools	**3,653**	**3,872**	**7,525**	**7**		**426**		**8,035**

DISTRICT TOTAL	**26,018**

EXHIBIT KK

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2024/25 MONTHLY ENROLLMENT REPORT

GROWTH vs. DECLINE - MONTH to MONTH COMPARISON
Month 10

HIGH SCHOOL	Month 9	Month 10	Growth v. (Decline)
Anaheim	2,602	2,597	(5)
Cypress	2,635	2,631	(4)
Katella	2,240	2,238	(2)
Kennedy	1,928	1,927	(1)
Loara	1,497	1,501	4
Magnolia	1,568	1,564	(4)
Oxford	811	810	(1)
Savanna	1,440	1,438	(2)
Western	1,432	1,431	(1)
Total Senior High	**16,153**	**16,137**	**(16)**

JUNIOR HIGH SCHOOL	Month 9	Month 10	Growth v. (Decline)
Ball	758	760	2
Brookhurst	701	701	-
Dale	990	990	-
Lexington	1,181	1,181	-
Orangeview	604	605	1
Oxford	495	495	-
South	1,161	1,160	(1)
Sycamore	1,139	1,141	2
Walker	894	896	2
Total Junior High	**7,923**	**7,929**	**6**

Total Comprehensive Schools	**24,076**	**24,066**	**(10)**

Alternative Education	Month 9	Month 10	Growth v. (Decline)
Anaheim Independent Learning Center	177	181	4
Cambridge Virtual Academy	268	268	-
Cypress Satellite Independent Study	62	54	(8)
Gilbert High School	473	475	2
Hope School	235	233	(2)
Katella Satellite Independent Study	41	40	(1)
Kennedy Satellite Independent Study	35	33	(2)
Magnolia Independent Learning Center	106	107	1
Nonpublic School	39	35	(4)
Polaris High School	130	129	(1)
Savanna Independent Learning Center	112	113	1
Special Education Transition Program	160	158	(2)
Western Independent Learning Center	126	126	-
Total Alternative Ed.	**1,964**	**1,952**	**(12)**
District Total	**26,040**	**26,018**	**(22)**

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2024/25 MONTHLY ENROLLMENT REPORT

GROWTH vs. DECLINE - YEAR to YEAR COMPARISON
Month 10

HIGH SCHOOL	2023/24	2024/25	Growth v. (Decline)
Anaheim	2,673	2,597	(76)
Cypress	2,599	2,631	32
Katella	2,422	2,238	(184)
Kennedy	1,991	1,927	(64)
Loara	1,502	1,501	(1)
Magnolia	1,620	1,564	(56)
Oxford	818	810	(8)
Savanna	1,566	1,438	(128)
Western	1,601	1,431	(170)
Total Senior High	**16,792**	**16,137**	**(655)**

JUNIOR HIGH SCHOOL	2023/24	2024/25	Growth v. (Decline)
Ball	825	760	(65)
Brookhurst	767	701	(66)
Dale	1,046	990	(56)
Lexington	1,270	1,181	(89)
Orangeview	640	605	(35)
Oxford	456	495	39
South	1,211	1,160	(51)
Sycamore	1,249	1,141	(108)
Walker	859	896	37
Total Junior High	**8,323**	**7,929**	**(394)**

Total Comprehensive Schools	**25,115**	**24,066**	**(1,049)**

Alternative Education	2023/24	2024/25	Growth v. (Decline)
Anaheim Independent Learning Center	149	181	32
Cambridge Virtual Academy	159	268	109
Cypress Satellite Independent Study	88	54	(34)
Gilbert High School	566	475	(91)
Hope School	229	233	4
Katella Satellite Independent Study	73	40	(33)
Kennedy Satellite Independent Study	83	33	(50)
Magnolia Independent Learning Center	-	107	107
Nonpublic School	51	35	(16)
Polaris High School	157	129	(28)
Savanna Independent Learning Center	-	113	113
Special Education Transition Program	167	158	(9)
Western Independent Learning Center	134	126	(8)
Total Alternative Ed.	**1,856**	**1,952**	**96**
District Total	**26,971**	**26,018**	**(953)**

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES

MASTER CONTRACT

2025-2026

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2025-2026

CONTRACT NUMBER: _____

LEA: _____

NONPUBLIC SCHOOL/AGENCY/RELATED SERVICES PROVIDER:

NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
MASTER CONTRACT

GENERAL PROVISIONS

1. MASTER CONTRACT

This Master Contract is entered into this 12th day of June, 2025, between the Anaheim Union High School District (hereinafter referred to as "District" or local educational agency "LEA") and _____ (hereinafter referred to as "CONTRACTOR") for the purpose of providing special education and/or related services to District students with exceptional needs under the authorization of California Education Code sections 56157, 56361 and 56365 et seq. and Title 5 of the California Code of Regulations section 3000 et seq., AB 490 (Chapter 862, Statutes of 2003) and AB 1858 (Chapter 914, Statutes of 2004). It is understood that this Agreement, does not commit the District to pay for special education and/or related services provided to any District student, or CONTRACTOR to provide such special education and/or related services, unless and until an authorized LEA representative approves the provision of special education and/or related services by CONTRACTOR.

Upon acceptance of a student, LEA shall submit to CONTRACTOR an Individual Services Agreement (hereinafter referred to as "ISA"). Unless otherwise agreed in writing, the ISA shall acknowledge CONTRACTOR's obligation to provide all services specified in the student's Individualized Education Program (hereinafter referred to as "IEP"). The ISA shall be executed within ninety (90) days of an LEA student's enrollment. LEA and CONTRACTOR shall enter into an ISA for each LEA student served by CONTRACTOR.

Unless placement and/or services is made pursuant to an Office of Administrative Hearings (hereinafter referred to as "OAH") order, a lawfully executed agreement between LEA and parent, authorized by LEA for a transfer student pursuant to California Education Code section 56325, or otherwise authorized by LEA without a signed IEP, LEA is not responsible for the costs associated with nonpublic school placement or nonpublic agency services until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement or nonpublic agency services is appropriate, and the IEP is signed by the LEA student's parent.

2. CERTIFICATIONS AND LICENSES

CONTRACTOR shall be certified by the California Department of Education (hereinafter referred to as "CDE") as a nonpublic, nonsectarian school/agency. All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code, section 56366 et seq. and within the professional scope of practice of each provider's license, certification and/or credential. In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special

education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a licensed children's institution (hereinafter referred to as "LCI"), CONTRACTOR shall be licensed by the state, or other public agency having delegated authority by contract with the state to license, to provide nonmedical care room and board to children, including, but not limited to, individuals with exceptional needs. The LCI must also comply with all licensing requirements relevant to the protection of the child, and have a special permit, if necessary, to meet the needs of each child so placed. If the CONTRACTOR operates a program outside of California and provides services to LEA students in such out-of-state program, CONTRACTOR must obtain all required licenses from the appropriate licensing agency in both California and in the state where the LCI is located.

A current copy of CONTRACTOR's licenses and nonpublic school/agency certifications, or a validly issued waiver of any such certification, must be provided to LEA on or before the date this Master Contract is executed by CONTRACTOR. CONTRACTOR must immediately (and under no circumstances longer than three (3) calendar days) notify LEA if any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or subject to a pending administrative or legal complaint or lawsuit, or otherwise nullified during the effective period of this Master Contract. If any such licenses, certifications or waivers are expired, suspended, revoked, rescinded, or otherwise nullified during the effective period of this Master Contract, this Master Contract shall terminate as of the date of such action.

With respect to CONTRACTOR's certification, failure to notify the LEA and CDE of any changes in: (1) credentialed/licensed staff; (2) ownership; (3) management and/or control of the agency; (4) major modification or relocation of facilities; or (5) significant modification of the program, constitutes a breach of the Master Contract and may result in the termination of this Master Contract by the LEA and/or suspension or revocation of CDE certification.

Total student enrollment shall be limited to capacity as stated on CDE certification. Total class size shall be limited to capacity as stated in Section 24 of the Master Contract.

3. COMPLIANCE WITH LAWS, STATUTES, REGULATIONS

During the term of this Master Contract, CONTRACTOR shall comply with all applicable federal, state, and local statutes, laws, ordinances, rules, policies, and regulations including but not limited to the provision of special education and/or related services, facilities for individuals with exceptional needs, pupil enrollment, attendance and transfer, corporal punishment, pupil discipline, and positive behavioral interventions.

CONTRACTOR acknowledges and understands that LEA may report to the CDE any violations of the provisions of this Master Contract, and that this may result in the suspension and/or revocation of CDE nonpublic school/agency certification pursuant to California Education Code section 56366.4(a).

4. TERM OF MASTER CONTRACT

The term of this Master Contract shall be from July 1, 2025 to June 30, 2026 (Title 5 California Code of Regulations section 3062(a)) unless otherwise stated. Neither the CONTRACTOR nor the LEA is required to renew this Master Contract in subsequent contract years. The parties acknowledge that any subsequent Master Contract is to be renegotiated prior to June 30, 2026 (Title 5 California Code of Regulations Section 3062(d)). In the event a Master Contract is not renegotiated by June 30th, the parties shall have 90 days from July 1 of the new fiscal year to consummate the contract. (Education Code Section 56366(c).) No Master Contract will be offered unless and until all of the contracting

requirements have been satisfied. The offer of a Master Contract to a CONTRACTOR is at the sole discretion of the LEA. Requests for renegotiation of any rate, including but not limited to, related services for the subsequent contract year, are to be submitted in writing to Orange County Department of Education, Special Education Division, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050 prior to January 31, 2026.

5. INTEGRATION/CONTINUANCE OF CONTRACT FOLLOWING EXPIRATION OR TERMINATION

This Master Contract includes each Individual Services Agreement which is incorporated herein by this reference. This Master Contract supersedes any prior or contemporaneous written or oral understanding or agreement. This Master Contract may be amended only by written amendment executed by both parties.

CONTRACTOR shall provide the LEA with all information as requested in writing to secure a Master Contract or a renewal.

At a minimum, such information shall include copies of teacher credentials and clearance, insurance documentation and CDE certification. The LEA may require additional information as applicable. If the application packet is not completed and returned to the LEA, no Master Contract will be issued. If CONTRACTOR does not return the Master Contract to the LEA duly signed by an authorized representative within ninety (90) calendar days of issuance by LEA, the new contract rates will not take effect until the newly executed Master Contract is received by the LEA and will not be retroactive to the first day of the new Master Contract's effective date. If CONTRACTOR fails to execute the new Master Contract within such ninety (90) calendar day period, all payments shall cease until such time as the new Master Contract is signed. (California Education Code sections 56366(c)(1) and (2).) In the event that this Master Contract expires or terminates, CONTRACTOR and LEA shall continue to be bound to all of the terms and conditions of the most recent executed Master Contract between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students at the direction of the LEA.

6. INDIVIDUAL SERVICES AGREEMENT

This Master Contract shall include an ISA developed for each LEA student for whom CONTRACTOR is to provide special education and/or related services. An ISA shall be substantially similar in form and content to the ISA set forth in Exhibit B, attached hereto and incorporated herein by reference. An ISA shall only be issued for LEA students enrolled with the approval of the LEA pursuant to Education Code section 56366(a)(2)(A). An ISA may be effective for more than one contract year provided that there is a concurrent Master Contract in effect. In the event that this Master Contract expires or terminates, CONTRACTOR shall continue to be bound to all of the terms and conditions of the most recent executed ISAs between CONTRACTOR and LEA for so long as CONTRACTOR is servicing authorized LEA students.

Any and all changes to a LEA student's educational placement/program provided under this Master Contract and/or an ISA shall be made solely on the basis of a revision to the LEA student's IEP. At any time during the term of this Master Contract, a LEA student's parent, CONTRACTOR, or LEA may request a review of a LEA student's IEP subject to all procedural safeguards required by law.

Unless otherwise provided in this Master Contract, the CONTRACTOR shall provide all services specified in the IEP unless the CONTRACTOR and the LEA agree otherwise in the ISA (California Education Code sections 56366(a)(5) and 3062(e)). In the event the CONTRACTOR is unable to provide a specific service at any time during the life of the ISA, the CONTRACTOR shall notify the LEA in writing within five (5) business days of the last date a service was provided.

If a parent or LEA contests the termination of an ISA by initiating a due process proceeding with the OAH, CONTRACTOR shall abide by the "stay-put" requirement of state and federal law unless the parent agrees otherwise. CONTRACTOR shall abide by the "stay-put" requirement of state and federal law when placement in an interim alternative educational setting is made by the LEA or OAH consistent with 20 U.S.C. section 1415(k)(1). CONTRACTOR shall adhere to all the LEA requirements concerning changes in placement.

Disagreements between the LEA and CONTRACTOR concerning the formulation of an ISA or the Master Contract may be appealed to the County Superintendent of Schools of the County where the LEA is located, or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). Nothing herein shall limit LEA or CONTRACTOR from engaging in alternative dispute resolution. CONTRACTOR disagrees with the language of Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its rights to challenge that provision.

7. DEFINITIONS

The following definitions shall apply for purposes of this contract:

a. The term "CONTRACTOR" means a nonpublic, nonsectarian school/agency certified by the California Department of Education, including its officers, agents, and employees and as identified in Paragraph 1 above.

b. The term "authorized LEA representative" means a LEA administrator designated to be responsible for nonpublic school/agencies.

c. The term "credential" means a valid credential, life diploma, permit, or document in special education or pupil personnel services issued by, or under the jurisdiction of, the State Board of Education if issued prior to 1970 or the California Commission on Teacher Credentialing, which entitles the holder thereof to perform services for which certification qualifications are required as defined in Title 5 of the California Code of Regulations section 3001(g).

d. The term "qualified" means that a person holds a certificate, permit or other document equivalent to that which staff in a public school are required to hold to provide special education and designated instruction and services, and has met federal and state certification, licensing, registration, or other comparable requirements which apply to the area in which the individual is providing special education or related services, including those requirements set forth in Title 5 of the California Code of Regulations sections 3064 and 3065, or, in the absence of such requirements, the state-education-agency-approved or recognized requirements, and adheres to the standards of professional practice established in federal and state law or regulation, including the standards contained in the California Business and Professions Code. Nothing in this definition shall be construed as restricting the activities of services of a graduate needing direct hours leading to licensure, or of a student teacher or intern leading to a graduate degree at an accredited or approved college or university, as authorized by state laws or regulations.

e. The term "license" means a valid nonexpired document issued by a licensing agency within the Department of Consumer Affairs or other state licensing office authorized to grant licenses and authorizing the bearer of the document to provide certain professional services, including but not limited to mental health and board and care services at a residential placement, or refer to themselves using a specified professional title. If a license is not available through an appropriate state licensing agency, a certificate of registration with the appropriate professional organization at the national or state level which has standards established for the certificate

that are equivalent to a license, shall be deemed to be a license as defined in Title 5 of the California Code of Regulations section 3001(r).

f. Parent means a biological or adoptive parent unless the biological or adoptive parent does not have legal authority to make educational decisions for the child; a guardian generally authorized to act as the child's parent or authorized to make educational decisions for the child, including a responsible adult appointed for the child in accordance with Welfare and Institutions Code sections 361 and 726; an individual acting in the place of a biological or adoptive parent, including a grandparent, stepparent, or other relative with whom the child lives, or an individual who is legally responsible for the child's welfare; a surrogate parent;, a foster parent if the authority of the biological or adoptive parent to make educational decisions on the child's behalf has been specifically limited by court order in accordance with Title 34 of the Code of Federal Regulations 300.30(b)(1) or (2). Parent does not include the state or any political subdivision of government or the nonpublic school or agency under contract with the LEA for the provision of special education or designated instruction and services for a child. (California Education Code section 56028).

g. The term "days" means calendar days unless otherwise specified.

h. The phrase "billable day" means a school day in which instructional minutes meet or exceed those in comparable LEA programs.

i. The phrase "billable day of attendance" means a school day as defined in California Education Code Section 46307, in which a LEA student is in attendance and in which instructional minutes meet or exceed those in comparable LEA programs unless otherwise stipulated in an IEP or ISA.

j. It is understood that the term "Master Contract" also means "Agreement" and is referred to as such in this document.

k. The term "emotional disturbance" as defined in the IDEA and used in state law may also be known as "emotional disability" under state law in accordance with Education Code section 97.

ADMINISTRATION OF CONTRACT

8. NOTICES

All notices provided for by this Master Contract shall be in writing. Notices shall be mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee. E-mail notifications may be used provided that a hard copy is also mailed by first class mail deposited with the United States Postal Service or delivered by hand and shall be effective as of the date of receipt by addressee via first class mail or hand delivery.

All notices mailed to the LEA shall be addressed to the person, or their designee as indicated on Exhibit C, attached hereto and incorporated herein by reference. Notices to CONTRACTOR shall be addressed as indicated on signature page of this Master Contract.

9. MAINTENANCE OF RECORDS

All records shall be maintained by CONTRACTOR as required by state and federal laws and regulations. Notwithstanding the foregoing sentence, CONTRACTOR shall maintain all records for at least five (5) years after the termination of this Master Contract. For purposes of this Master Contract, "records" shall include, but not be limited to student records as defined by California

Education Code section 49061(b) including electronically stored information; cost data records as set forth in Title 5 of the California Code of Regulations section 3061; registers and roll books of teachers and/or daily service providers; daily service logs and notes and other documents used to record the provision of related services including supervision; daily service logs and notes used to record the provision of services provided through additional instructional assistants, NPA behavior intervention aides, and bus aides; behavior emergency reports (BER); notification of injury; absence verification records (parent/doctor notes, telephone logs, and related documents) if the CONTRACTOR is funded for excused absences, however, such records are not required if positive attendance is required; bus rosters; staff lists specifying credentials held and documents evidencing other staff qualifications, social security numbers, dates of hire, and dates of termination; records of employee training and certification, staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related services subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications by-laws; lists of current board of directors/trustees, if incorporated; documents evidencing financial expenditures; federal/state payroll quarterly reports; and bank statements and canceled checks or facsimile thereof.

CONTRACTOR shall maintain LEA student records in a secure location to ensure confidentiality and prevent unauthorized access. CONTRACTOR shall maintain a current list of the names and positions of CONTRACTOR's employees who have access to confidential records. CONTRACTOR shall maintain an access log for each LEA student's record which lists all persons, agencies, or organizations requesting or receiving information from the record. Such log shall be maintained as required by California Education Code section 49064 and include the name, title, agency/organization affiliation, and date/time of access for each individual requesting or receiving information from the LEA student's record. Such log needs to record access to the LEA student's records by: (a) the LEA student's parent; (b) an individual to whom written consent has been executed by the LEA student's parent; or (c) employees of LEA or CONTRACTOR having a legitimate educational interest in requesting or receiving information from the record. CONTRACTOR/LEA shall maintain copies of any written parental concerns granting access to student records. For purposes of this paragraph, "employees of LEA or CONTRACTOR" do not include subcontractors. CONTRACTOR shall grant parents access to student records, and comply with parents' requests for copies of student records within five (5) business days following the date of request by parent or LEA, consistent with Education Code sections 49069 and 56504. CONTRACTOR agrees, in the event of school or agency closure, to forward all records within five (5) business days to LEA. These shall include, but not limited to, current transcripts, IEP/ISPs, behavior emergency reports (BER), incident reports, notification of injury and all other reports. CONTRACTOR acknowledges and agrees that all student records maintained by CONTRACTOR as required by state and federal laws and regulations are the property of LEA and must be returned to LEA without dissemination to any other entity.

10. SEVERABILITY CLAUSE

If any provision of this Master Contract is held, in whole or in part, to be unenforceable for any reason, the remainder of that provision and of the entire Agreement shall be severable and remain in effect.

11. SUCCESSORS IN INTEREST

This contract binds CONTRACTOR's successors and assignees. CONTRACTOR shall notify the LEA in writing within thirty (30) calendar days of any change of ownership or change of corporate control.

12. VENUE AND GOVERNING LAW

The laws of the State of California shall govern the terms and conditions of this Master Contract with venue in Orange County.

13. MODIFICATIONS AND AMENDMENTS REQUIRED TO CONFORM TO LEGAL AND ADMINISTRATIVE GUIDELINES

This Master Contract may be modified or amended to conform to administrative and statutory guidelines issued by any state, federal or local governmental agency. The party seeking such modification shall provide thirty (30) days' notice of any such changes or modifications made to conform to administrative or statutory guidelines and a copy of the statute or regulation upon which the modification or changes are based. If the parties cannot agree on such modifications or amendments, this Master Contract may be terminated in accordance with Paragraph 14.

14. TERMINATION

This Master Contract or an Individual Service Agreement may be terminated for cause. The cause shall not be the availability of a public class initiated during the period of the Master Contract or ISA unless the parent agrees to the transfer of the student to the public school program at an IEP team meeting. In addition, the cause shall not be to effectuate a change in placement in circumvention of the IEP process. To terminate the Master Contract for cause, either party shall give no less than twenty (20) days prior written notice to the other party (California Education Code section 56366(a)(4)). At the time of termination, CONTRACTOR shall provide to the LEA any and all documents CONTRACTOR is required to maintain under this Master Contract. ISAs are void upon termination of this Master Contract, except as specified above in Paragraph 5. CONTRACTOR or the LEA may also terminate an individual ISA for cause. To terminate the ISA, either party shall also give no less than twenty (20) days prior written notice to the other.

15. INSURANCE

CONTRACTOR shall, at his, her, or its sole cost and expense, maintain in full force and effect, during the term of this Agreement, the following insurance coverage from a California licensed and/or admitted insurer with an A minus (A-), VII, or better rating from A.M. Best, sufficient to cover any claims, damages, liabilities, costs and expenses (including counsel fees) arising out of or in connection with CONTRACTOR'S fulfillment of any of its obligations under this Agreement:

A. **Commercial General Liability Insurance**, including both bodily injury and property damage, with minimum limits as follows:

$2,000,000 per occurrence
$ 5,000 medical expenses
$1,000,000 personal & advertising injury
$4,000,000 general aggregate

B. **Sexual Abuse or Molestation Liability,** with minimum limits as follows:

$5,000,000 sexual abuse or molestation per occurrence for NPS/RTC
$3,000,000 sexual abuse or molestation per occurrence for NPS
$3,000,000 sexual abuse or molestation per occurrence for NPA

Sexual abuse or molestation limits shall be separate and in addition to the limits required in sections A, C and E.

If policies are provided on a claims-made basis, an extended reporting period coverage for claims made within five years after termination of this Agreement is required.

The definition of abuse shall include, but not be limited to, physical abuse, such as sexual or other bodily harm, and non-physical abuse, such as verbal, emotional or mental abuse, any actual, threatened or alleged act, and errors, omissions, or misconduct related to abuse.

C. **Auto Liability Insurance.** To the extent vehicles, other than buses, are used to transport students, such vehicles shall have liability coverage of not less than $1,000,000 million per occurrence combined single limit.

If CONTRACTOR uses a vehicle to travel to/from school sites, between schools and/or to/from students' homes or other locations as an approved service location by the LEA, CONTRACTOR must comply with State of California auto insurance requirements and maintain liability coverage with minimum limits of $1,000,000 combined single limit per occurrence.

If CONTRACTOR uses a bus to transport students, minimum limits of liability shall be $10,000,000 combined single limit per occurrence.

D. **Workers' Compensation and Employers Liability Insurance** in a form and amount covering CONTRACTOR'S full liability under the California Workers' Compensation Insurance and Safety Act and in accordance with applicable state and federal laws.

Part A – Statutory Limits
Part B - $1,000,000/$1,000,000/$1,000,000 Employers Liability

E. **Errors & Omissions (E & O)/Malpractice (Professional Liability**) coverage with the following limits:

$2,000,000 per occurrence or, if claims-made, per claim
$4,000,000 general aggregate

If provided on a claims-made basis, this Professional Liability policy shall provide extended reporting period coverage for claims made within three years after termination of this Agreement.

F. **Cyber Liability Insurance** coverage with not less than the following limits:

$1,000,000 per occurrence or claim
$2,000,000 aggregate

Coverage shall be sufficiently broad to respond to the duties and obligations as is undertaken by Contractor in this Agreement and shall include, but not be limited to, claims involving infringement of intellectual property, including but not limited to infringement of copyright, trademark, trade dress, invasion of privacy violations, information theft, damage to or destruction of electronic information, the release of private information, alteration of electronic information, extortion and network security. The policy shall provide coverage for breach response costs as well as regulatory fines and penalties as well as credit monitoring expenses with limits sufficient to respond to these obligations.

G. The minimum insurance limit requirements may be satisfied with a combination of primary and excess insurance, to satisfy the minimum insurance requirements of the Master Contract. Acceptable excess policies should be either Excess Following Form (i.e., subject to all of the terms and conditions of the policy beneath it) or Umbrella Liability coverage limits that satisfy the minimum limits expressed above in A, B, E and F.

H. CONTRACTOR, upon execution of this Master Contract and periodically thereafter upon request, shall furnish the LEA with certificates of insurance and endorsements evidencing such coverage. The certificate of insurance shall include a thirty (30) day non-renewal, cancellation or modification notice provision.

I. The Commercial General Liability, Automobile Liability, Cyber Liability and any Excess Following Form or Umbrella (excluding Professional/E&O) policies shall name the LEA, District's Board of Education, agents, employees and volunteers as additional insureds on all insurance policies and premiums shall be paid by CONTRACTOR and shall be deemed included in CONTRACTOR's obligations under this contract at no additional charge.

J. The Workers' compensation coverage shall include WAIVER OF SUBROGATION endorsements which provide that the insurer or self-insurer shall waive its right of subrogation against the LEA, District's Board of Education, and its officers, directors, employees, volunteers, and agents with respect to any losses paid under the terms of the policies.

K. Unless CONTRACTOR is insured under the California Private Schools Self Insurance Group (CAPS SIG) or a similar self-insurance group, any deductibles or self-insured retentions above $100,000 must be declared to and approved by the LEA. At its option, the LEA may require the CONTRACTOR, at the CONTRACTOR's sole cost, to: (a) cause its insurer to reduce to levels specified by the LEA or eliminate such deductibles or self-insured retentions with respect to the LEA, its officials and employees or (b) procure a bond guaranteeing payment of losses and related investigation.

L. For any claims related to the services provided by CONTRACTOR, the CONTRACTOR's insurance coverage shall be primary insurance as respects the LEA, its subsidiaries, officials and employees. Any insurance or self-insurance maintained by the LEA, its subsidiaries, officials and employees shall be excess of the CONTRACTOR's insurance and shall not contribute with it. Coverage for all liability coverage parts shall include defense and expense costs outside of the coverage limits.

M. All Certificates of Insurance shall reference the contract number, name of the school or agency submitting the certificate, and the location of the school or agency submitting the certificate on the certificate.

N. The insurance requirements required herein shall not be deemed to limit CONTRACTOR's liability relating to the performance under this Agreement. The procuring of insurance shall not be construed as a limitation on liability or as full performance of the indemnification and harmless provisions of this Master Contract. CONTRACTOR understands and agrees that, notwithstanding any insurance, CONTRACTOR's obligation to defend, indemnify and hold harmless LEA in accordance with this Master Contract is for the full and total amount of any damage, injuries, loss, expense, costs, or liabilities caused by or in any manner connected with or attributed to the acts or omissions of CONTRACTOR, its directors, officers, agents,

employees, subcontractors, guests or visitors, or the operations conducted by CONTRACTOR, or the CONTRACTOR's use, misuse, or neglect of the LEA's premises.

O. CONTRACTOR shall require that all subcontractors meet the requirements of this Section and the indemnification Section of this Agreement unless otherwise agreed in writing by the LEA.

If the LEA or CONTRACTOR determines that changes in insurance coverage obligations under this section is necessary, either party may reopen negotiations to modify the insurance obligations.

16. INDEMNIFICATION AND HOLD HARMLESS

To the fullest extent allowed by law, CONTRACTOR shall defend, indemnify and hold harmless LEA and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by CONTRACTOR or its directors, officers, agents, employees, volunteers or guests arising from CONTRACTOR's duties and obligations described in this Agreement or imposed by law.

To the fullest extent allowed by law, LEA shall defend, indemnify and hold harmless CONTRACTOR and its directors, officers, agents, employees and guests against any claim or demand arising from any actual or alleged act, error, or omission by LEA or its directors, officers, agents, employees, volunteers or guests arising from LEA's duties and obligations described in this Agreement or imposed by law.

17. INDEPENDENT CONTRACTOR

Nothing herein contained shall be construed to imply a joint venture, co-principal, partnership, principal-agent, employer-employee, or co-employer relationship between the LEA and CONTRACTOR. CONTRACTOR shall provide all services under this Agreement as an independent contractor, and neither party shall have the authority to bind or make any commitment on behalf of the other. Nothing contained in this Agreement shall be deemed to create any association, partnership, joint venture or relationship of principal and agent, master and servant, or employer and employee between the parties or any affiliates of the parties, or between the LEA and any individual assigned by CONTRACTOR to perform any services for the LEA.

If the LEA is determined to be a partner, joint venture, co-principal, employer or co-employer of CONTRACTOR based on any acts or omissions of CONTRACTOR, CONTRACTOR shall indemnify and hold harmless the LEA from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that determination. If CONTRACTOR is determined to be a partner, joint venture, co-principal, employer, or co-employer of the LEA based on any acts or omissions of LEA, LEA shall indemnify and hold harmless the CONTRACTOR from and against any and all claims for loss, liability, or damages arising from that determination, as well as any expenses, costs, taxes, penalties and interest charges incurred by the LEA as a result of that determination.

18. SUBCONTRACTING

CONTRACTOR shall provide written notification to LEA before subcontracting for special education and/or related services pursuant to this Master Contract. CONTRACTOR's written notification shall include the specific special education and/or related service to be subcontracted, including the corresponding hourly rate or fee. In the event LEA determines that it can provide the subcontracted service(s) at a lower rate, LEA may elect to provide such service(s). If LEA elects to

provide such service(s), LEA shall provide written notification to CONTRACTOR within five (5) days of receipt of CONTRACTOR's original notice and CONTRACTOR shall not subcontract for said service(s).

CONTRACTOR shall incorporate all of the provisions of this Master Contract in all subcontracts unless written approval for any change is first obtained by the LEA. Furthermore, when CONTRACTOR enters into subcontracts for the provision of special education and/or related services (including but not limited to, transportation) for any LEA student, CONTRACTOR shall cause each subcontractor to procure and maintain insurance during the term of each subcontract. Such subcontractor's insurance shall comply with the provisions of Section 15. Each subcontractor shall furnish the LEA with original endorsements and certificates of insurance effecting coverage required by Section 15. The endorsements are to be signed by a person authorized by that insurer to bind coverage on its behalf. LEA may request that the certificates and endorsements be completed on forms provided by the LEA. All certificates and endorsements are to be received and approved by the LEA before the subcontractor's work commences. The Commercial General Liability and Automobile Liability policies shall name the LEA and the LEA/District Board of Education, agents, employees and volunteers as additional insured. If LEA does not approve the subcontractor's insurance, the LEA shall provide CONTRACTOR notice within fifteen (15) days.

As an alternative to the LEA's forms, a subcontractor's insurer may provide complete, certified copies of all required insurance policies, including endorsements affecting the coverage required by this Master Contract. All Certificates of Insurance shall reference the LEA contract number, name of the school or agency submitting the certificate, indication if nonpublic school or nonpublic agency, and the location of the school or agency submitting the certificate. In addition, all sub-contractors must meet the requirements as contained in Section 45 (Clearance Requirements) and Section 46 (Staff Qualifications) of this Master Contract.

19. CONFLICTS OF INTEREST

CONTRACTOR shall provide to the LEA, upon request, a copy of its current bylaws and a current list of its Board of Directors (or Trustees), if it is incorporated. This can be provided via e-mail to the SELPA Director of the LEA. CONTRACTOR and any member of its Board of Directors (or Trustees) shall avoid any relationship with the LEA that constitutes or may constitute a conflict of interest pursuant to California Education Code section 56042, Government Code section 1090 et seq., including, but not limited to, employment with LEA, provision of private party assessments and/or reports, and attendance at IEP team meetings acting as a student's advocate. Pursuant to California Education Code section 56042, an attorney or advocate for a parent of an individual with exceptional needs shall not recommend placement at CONTRACTOR's facility if the attorney or advocate is employed or contracted by the CONTRACTOR, or will receive a benefit from the CONTRACTOR, or otherwise has a conflict of interest.

Unless CONTRACTOR and the LEA otherwise agree in writing, the LEA shall neither execute an ISA with CONTRACTOR nor amend an existing ISA for a LEA student when a recommendation for special education and/or related services is based in whole or in part on assessment(s) or reports provided by CONTRACTOR to the LEA student without prior written authorization by LEA. This paragraph shall apply to CONTRACTOR regardless of when an assessment is performed or a report is prepared (i.e., before or after the LEA student is enrolled in CONTRACTOR's school/agency) or whether an assessment of the LEA student is performed or a report is prepared in the normal course of the services provided to the LEA student by CONTRACTOR. To avoid a conflict of interest, and in order to ensure the appropriateness of an Independent Educational Evaluation (hereinafter referred to as "IEE") and its recommendations, the LEA may, in its discretion, not fund an IEE by an evaluator who provides ongoing service(s) or is sought to provide service(s) to the student for whom the IEE is requested. Likewise, the LEA may, in its discretion, not fund services through the

evaluator whose IEE the District agrees to fund. When no other appropriate assessor is available, the LEA may request and if CONTRACTOR agrees, the CONTRACTOR may provide an IEE.

CONTRACTOR shall not admit a student living within the jurisdictional boundaries of the LEA on a private pay or tuition free "scholarship" basis and concurrently or subsequently advise/request parent(s) to pursue funding for the admitted school year from the LEA through due process proceedings.

20. NON-DISCRIMINATION

CONTRACTOR shall not, in employment or operation of its programs, unlawfully discriminate on the basis of race, ethnicity, color, religion, sex, gender, pregnancy, gender identity, sexual orientation, national origin, immigration status, age, disability, or any other classification protected by federal or state law.

EDUCATIONAL PROGRAM

21. FREE AND APPROPRIATE PUBLIC EDUCATION

LEA shall provide CONTRACTOR with a copy of the IEP including the Individualized Transition Plan (hereinafter referred to as "ITP") of each LEA student served by CONTRACTOR. CONTRACTOR shall provide to each LEA student special education and/or related services (including transition services) within the nonpublic school or nonpublic agency consistent with the LEA student's IEP and as specified in the ISA. If CONTRACTOR is a nonpublic school, CONTRACTOR shall not accept a LEA student if it cannot provide or ensure the provision of the services outlined in the student's IEP.

Unless otherwise agreed to between CONTRACTOR and LEA, CONTRACTOR shall be responsible for the provision of all appropriate supplies, equipment, and/or facilities for LEA students, as specified in the LEA student's IEP and ISA. If an IEP team determines that a LEA student requires an assistive technology device based on an assessment, or requires low incidence equipment for eligible students with low incidence disabilities, LEA shall provide such assistive technology device or low incidence equipment when specified in the student's IEP and ISA, and if necessary, provide training on the use of the device/equipment. Such device/equipment remains the property of the LEA and shall be returned to the LEA when the IEP team determines the device/equipment is no longer needed or when the student is no longer enrolled in the nonpublic school.

CONTRACTOR shall make no charge of any kind to parents for special education and/or related services as specified in the LEA student's IEP and ISA (including, but not limited to, screenings, assessments, or interviews that occur prior to or as a condition of the LEA student's enrollment under the terms of this Master Contract). CONTRACTOR may charge a LEA student's parent(s) for services and/or activities not necessary for the LEA student to receive a free appropriate public education after: (a) verification that any such charge or fee is not a "pupil fee" under Education Code section 49010 et. seq.; (b) written notification to the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities; and (c) receipt by the LEA of the written notification and a written acknowledgment signed by the LEA student's parent(s) of the cost and voluntary nature of the services and/or activities. CONTRACTOR shall adhere to all LEA guidelines as well as all California state laws, regulations and guidelines prohibiting pupil fees, deposits or other charges.

Voluntary services and/or activities not necessary for the LEA student to receive a free appropriate public education shall not interfere with the LEA student's receipt of special education and/or related services as specified in the LEA student's IEP and ISA unless the LEA, CONTRACTOR and parent agree otherwise in writing.

22. GENERAL PROGRAM OF INSTRUCTION

All nonpublic school and nonpublic agency services shall be provided consistent with the area of certification specified by CDE Certification and as defined in California Education Code section 56366 et seq. and shall ensure that facilities are adequate to provide LEA students with an environment, which meets all pertinent health and safety regulations.

When CONTRACTOR is a nonpublic school, CONTRACTOR's general program of instruction shall: (a) utilize evidence-based practices and predictors and be consistent with LEA's standards regarding the particular course of study and curriculum; (b) include curriculum that addresses mathematics, literacy and the use of educational technology and transition services; (c) be consistent with CDE's standards regarding the particular course of study and curriculum; (d) provide the services as specified in the LEA student's IEP and ISA. LEA students shall have access to: (a) State Board of Education (SBE) - adopted Common Core State Standards (CCSS) and the same instructional materials for kindergarten and grades 1 to 8, inclusive; and provide standards – aligned core curriculum and instructional materials for grades 9 to 12, inclusive, used by a local education agency (LEA), that contracts with the nonpublic school; (b) college preparation courses; (c) extracurricular activities, such as art, sports, music and academic clubs; (d) career preparation and vocational training, consistent with transition plans pursuant to state and federal law and; (e) supplemental assistance, including individual academic tutoring, psychological counseling, and career and college counseling. CONTRACTOR's general program of instruction shall be described in writing and a copy provided to LEA prior to the effective date of this Master Contract.

When CONTRACTOR serves LEA students in grades nine (9) through twelve (12) inclusive, LEA shall provide to CONTRACTOR a specific list of the course requirements to be satisfied by the CONTRACTOR leading toward graduation or completion of LEA's diploma requirements including the graduation requirements for pupils in foster care, pupils who are homeless, former juvenile court school pupils, child of a military family or migrant student and other students as set forth in Education Code section 51225.1 as well as students eligible for the California Alternate Assessment and diploma of graduation from high school as set forth in Education Code section 51225.31. CONTRACTOR shall not award a high school diploma to LEA students who have not successfully completed all of the LEA's graduation requirements unless otherwise permitted by law.

When CONTRACTOR serves LEA students in grades seven (7) through twelve (12) and issues pupil identification cards to LEA students, such pupil identification cards shall include the National Suicide Prevention Lifeline telephone number and may also include the Crisis Text Line and/or a local suicide prevention hotline telephone number as required by Education Code section 215.5.

When CONTRACTOR is a nonpublic agency and/or related services provider, CONTRACTOR's general program of instruction and/or services shall utilize evidence-based practices and predictors and be consistent with LEA and CDE guidelines and certification, and provided as specified in the LEA student's IEP and ISA. The nonpublic agency providing Behavior Intervention services shall develop a written plan that specifies the nature of their nonpublic agency service for each student within thirty (30) days of enrollment and shall be provided in writing to the LEA. School-based services may not be unilaterally converted by CONTRACTOR to a substitute program or provided at a location not specifically authorized by the IEP team. Except for services provided by a CONTRACTOR that is a licensed children's institution, all services not provided in the school setting require the presence of a parent, guardian or adult caregiver during the delivery of services, provided such guardian or caregiver have a signed authorization by the parent or legal guardian to

authorize emergency services as requested. Licensed Children's Institution (LCI) CONTRACTORS shall ensure that appropriate and qualified residential or clinical staff is present during the provision of services under this Master Contract. CONTRACTOR shall immediately notify LEA in writing if no parent, guardian or adult caregiver is present. CONTRACTOR shall provide to the LEA a written description of the services and location provided prior to the effective date of this Master Contract. Contractors providing Behavior Intervention services must have a trained behaviorist or trained equivalent on staff consistent with the requirements set forth in Education Code section 56520 et seq. It is understood that Behavior Intervention services are limited per CDE Certification and do not constitute as an instructional program.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall not provide transportation nor subcontract for transportation services unless LEA and CONTRACTOR agree otherwise in writing.

23. INSTRUCTIONAL MINUTES

When CONTRACTOR is a nonpublic school, the total number of instructional minutes per school day provided by CONTRACTOR shall be at least equivalent to the number of instructional minutes per school day provided to LEA students at like grade level as required by Education Code section 46000 et seq. unless otherwise specified in the LEA student's IEP and ISA.

The total number of annual instructional minutes shall be at least equivalent to the total number of annual instructional minutes provided to LEA students attending LEA schools in like grade levels unless otherwise specified in the LEA student's IEP.

When CONTRACTOR is a nonpublic agency and/or related services provider, the total number of minutes per school day provided by CONTRACTOR shall be specified in the LEA student's ISA developed in accordance with the LEA student's IEP.

24. CLASS SIZE

When CONTRACTOR is a nonpublic school, CONTRACTOR shall ensure that class size shall not exceed a ratio of one teacher per twelve (12) students unless CONTRACTOR and the LEA agree otherwise, in writing. In the event of an LEA student experiencing excessive absenteeism or not regularly attending school, CONTRACTOR may provide written notice to each LEA with a student enrolled in that specific classroom of CONTRACTOR that the class size in that classroom will increase above 12 students but shall not exceed 14 students, for a period not to exceed 60 calendar days.

In the event a nonpublic school is unable to fill a vacant teaching position responsible for direct instruction to students, and the vacancy has direct impact on the California Department of Education Certification of that school, the nonpublic school shall develop a plan to assure appropriate coverage of students by first utilizing existing certificated staff. The nonpublic school and the LEA may agree to one 30 school day period per contract year where class size may be increased to assure coverage by an appropriately credentialed teacher. Such an agreement shall be in writing and signed by both parties. This provision does not apply to a nonpublic agency.

CONTRACTOR providing special education instruction for individuals with exceptional needs between the ages of three and five years, inclusive, shall also comply with the appropriate instructional adult to child ratios pursuant to California Education Code sections 56440 et seq.

25. CALENDARS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall submit to the LEA a school calendar with the total number of billable days not to exceed 180 days, plus up to twenty (20)

extended school year billable days unless otherwise specified in the LEA student's IEP/IFSP and ISA. Billable days shall include only those days that are included on the submitted and approved school calendar, and/or required by the IEP (developed by the LEA) for each student. CONTRACTOR shall not be allowed to change its school calendar and/or amend the number of billable days without the prior written approval of the LEA. Nothing in this Master Contract shall be interpreted to require the LEA to accept any requests for calendar changes.

Unless otherwise specified by the students' IEP, educational services shall occur at the school site. A student shall only be eligible for extended school year services if such are recommended by the IEP Team and the provision of such is specifically included in the ISA. Extended school year shall consist of twenty (20) instructional days, unless otherwise agreed upon by the IEP Team convened by the LEA. Any days of extended school year in excess of twenty (20) billable days must be mutually agreed to, in writing, prior to the start of the extended school year.

Student must have actually been in attendance during the regular school year and/or during extended school year and actually received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic school service. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

CONTRACTOR shall observe the same legal holidays as the LEA and shall identify the dates of observance on its school calendar submitted to the LEA. Those holidays are Labor Day, Veteran's Day, Thanksgiving Day, Christmas Day, New Year's Day, Dr. Martin Luther King, Jr. Day, President's Day, Memorial Day, Juneteenth, and Independence Day. With the approval of the LEA, CONTRACTOR may revise the date upon which CONTRACTOR closes in observance of any of the holidays observed by LEA.

When CONTRACTOR is a nonpublic agency, CONTRACTOR shall be provided with a LEA-developed/approved calendar prior to the initiation of services. CONTRACTOR herein agrees to observe holidays as specified in the LEA-developed/approved calendar. CONTRACTOR shall provide services pursuant to the LEA-developed/approved calendar; or as specified in the LEA student's IEP and ISA. Unless otherwise specified in the LEA student's ISA, CONTRACTOR shall provide related services to LEA students on only those days that the LEA student's school of attendance is in session and the LEA student attends school. CONTRACTOR shall bill only for services provided on billable days of attendance as indicated on the LEA calendar unless CONTRACTOR and the LEA agree otherwise, in writing. Student must have actually been in attendance and/or received services on a billable day of attendance in order for CONTRACTOR to be eligible for payment. It is specifically understood that services may not be provided on weekends/holidays and other times when school is not in session, unless agreed to by the LEA, in writing, in advance of the delivery of any nonpublic agency service provided by CONTRACTOR. Any instructional days provided without this written agreement shall be at the sole financial responsibility of the CONTRACTOR.

26. DATA REPORTING

CONTRACTOR shall agree to provide to the LEA, all data related to students who are served by the CONTRACTOR. This shall include any and all data related to any section of this Master Contract, including but not limited to student information, student discipline and billing information. The specific format of the data to be provided shall be determined between the LEA and CONTRACTOR. CONTRACTOR shall not enter into a contract with a third party for the purpose of providing cloud-based services including but not limited digital storage, management and retrieval of pupil records or to provide digital educational software that authorizes such third party to access,

store, and use pupil records, unless CONTRACTOR has obtained prior written authorization from LEA in compliance with Education Code section 49073.1.

The LEA may provide the CONTRACTOR with approved forms and/or format for such data, including but not limited to, forms developed by CDE, approved electronic IEP systems, invoicing, attendance reports, and progress reports. The LEA may approve use of CONTRACTOR-provided forms at LEAs discretion.

27. LEAST RESTRICTIVE ENVIRONMENT/DUAL ENROLLMENT

CONTRACTOR and the LEA shall both follow policies and procedures that support Least Restrictive Environment ("LRE") options (and/or dual enrollment options if available and appropriate) for students to have access to the general curriculum and to be educated with their nondisabled peers to the maximum extent appropriate.

LRE placement options shall be addressed at all IEP team meetings regarding students for whom ISAs have been or may be executed. This shall include IEP team consideration of supplementary aids and services and goals and objectives necessary for placement in the LRE and necessary to enable students to transition to less restrictive settings.

When an IEP team has determined that a student should be transitioned into the public school setting, CONTRACTOR shall assist the LEA in implementing the IEP team's recommendations and/or activities to support the transition.

28. STATEWIDE ACHIEVEMENT TESTING

When CONTRACTOR is a nonpublic school, CONTRACTOR shall, in accordance with Education Code section 60640 et. seq. administer all Statewide assessments within the California Assessment of Student Performance and Progress ("CAASP"), Desired Results Developmental Profile ("DRDP"), California Alternative Assessment ("CAA"), achievement and abilities tests (using LEA-authorized assessment instruments), the Fitness Gram, the English Language Proficiency Assessments for California ("ELPAC"), and the Alternate ELPAC, as appropriate to the student, and mandated by LEA pursuant to LEA guidelines as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such Statewide assessments.

When CONTRACTOR is a nonpublic school, CONTRACTOR is subject to the alternative accountability system developed pursuant to Education Code section 52052, in the same manner as public schools. Each LEA student placed with CONTRACTOR by the LEA shall be tested by qualified staff of CONTRACTOR in accordance with that accountability program. LEA shall provide test administration training to CONTRACTOR's qualified staff; CONTRACTOR shall attend LEA test training and comply with completion of all coding requirements as required by LEA. Contractor shall report the test results to the CDE as required by Education Code section 56366(a)(8)(A).

Where CONTRACTOR is a nonpublic school, CONTRACTOR shall administer all statewide achievement tests as mandated by the LEA and pursuant to the LEA guidelines, as well as state and federal laws and regulations, unless LEA notifies CONTRACTOR that it will administer such assessments.

29. DISTRICT MANDATED ATTENDANCE AT MEETINGS

CONTRACTOR shall attend District mandated meetings when legal mandates, and/or LEA policy and procedures are reviewed, including but not limited to the areas of: curriculum, high school graduation, standards-based instruction, behavior intervention, cultural and linguistic needs of

students with disabilities, dual enrollment responsibilities, LRE responsibilities, transition services, and standardized testing. The LEA shall provide CONTRACTOR with reasonable advanced notice of mandated meetings. Attendance at such meetings shall not constitute a billable service hour(s).

30. POSITIVE BEHAVIOR INTERVENTIONS

CONTRACTOR shall comply with the requirements of Education Code sections 49005 et seq., and 56520 et seq. as amended by Senate Bill 483 (9/28/24) as well as applicable provisions of Title 5 of the California Code of Regulations regarding positive behavior interventions including, but not limited to: the completion of functional behavioral assessments; the development, implementation, monitoring, supervision, modification, and evaluation of behavior intervention plans; emergency interventions and the prohibitions on the use of prone restraint and other forms of restraints and seclusion. CONTRACTOR shall notify the parent/guardian, residential care provider (if appropriate) and LEA within one (1) school day of any behavior incident including when an emergency intervention is used or serious property damage occurs as well as provide LEA with a copy of the behavioral emergency report. It is understood that the LEA may require additional requirements for staff qualifications beyond what is required in Title 5 of the California Code of Regulations sections 3064 and 3065. Such requirements will be provided in writing to CONTRACTOR prior to entering into an ISA for a LEA student. Failure to maintain adherence to staff qualification requirements shall constitute sufficient cause for contract termination. CONTRACTOR shall provide the LEA with all training protocols for behavior intervention staff who do not possess a license, credential or recognized certification as part of their Master Contract application. CONTRACTOR shall provide certification to LEA, upon request, that all behavior aides who do not possess a license, credential or other recognized certification have completed required training protocols within ten (10) days of the start of providing behavior intervention services to a LEA student. Failure to do so shall constitute sufficient cause for termination.

CONTRACTOR shall designate an individual employed, contracted, and/or otherwise hired by CONTRACTOR as a behavior case manager who is qualified, and responsible for the design, planning and implementation of behavior interventions in accordance with state law. CONTRACTOR shall maintain a written policy in compliance with Education Code section 56520 et seq. and applicable provisions of Title 5 of the California Code of Regulations regarding emergency interventions and behavioral emergency reports. Evidence of such training shall be submitted to the LEA at the beginning of the school year and within thirty (30) days of any new hire.

CONTRACTOR shall ensure that all of its staff members are trained annually in crisis intervention, emergency procedures, and evidenced-based practices and interventions specific to the unique behavioral needs of the CONTRACTOR's pupil population. The training shall be provided within 30 days of employment to new staff who have any contact or interaction with pupils during the school day, and annually to all staff who have any contact or interaction with pupils during the school day. The CONTRACTOR shall select and conduct the training in accordance with California Education Code section 56366.1. CONTRACTOR shall maintain written records of such trainings and provide written verification of the trainings annually to LEA and upon request.

CONTRACTOR acknowledges that in accordance with in Education Code section 56521.1 emergency interventions shall only be used to control unpredictable, spontaneous behavior that poses clear and present danger of serious physical harm to the individual with exceptional needs, or others, and that cannot be immediately prevented by a response less restrictive than the temporary application of a technique used to contain the behavior. In addition, emergency interventions shall not be used as a substitute for the systematic behavioral intervention plan that is designed to change, replace, modify, or eliminate a targeted behavior. No emergency intervention shall be employed for longer than is necessary to contain the behavior. A situation that requires prolonged use of an emergency intervention shall require the staff to seek assistance of the schoolsite administrator or law enforcement agency, as applicable to the situation. Emergency interventions shall not include: (1) locked seclusion, unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (2) employment of a device, material, or objects that simultaneously immobilize all four extremities; (3) prone restraint (defined as the application of a behavioral restraint on a pupil in a facedown position for any period of time and includes the procedure known as prone containment); and (4) an amount of force that exceeds that which is reasonable and necessary under the circumstances.

CONTRACTOR shall not authorize, order, consent to, or pay for any of the following prohibited interventions, or any other intervention similar to or like the following: (1) any intervention that is designed to, or likely to, cause physical pain, including but not limited to, electric shock; (2) an intervention that involves the release of noxious, toxic, or otherwise unpleasant sprays, mists, or substances in proximity to the LEA student's face; (3) an intervention that denies adequate sleep, food, water, shelter, bedding, physical comfort, or access to bathroom facilities; (4) an intervention that is designed to subject, used to subject, or likely to subject the LEA student to verbal abuse, ridicule, or humiliation, or that can be expected to cause excessive emotional trauma; (5) restrictive interventions which employ a device, material, or objects that simultaneously immobilize all four extremities; (6) prone restraint; (7) locked seclusion unless it is in a facility otherwise licensed or permitted by state law to use a locked room; (8) an intervention that precludes adequate supervision of the LEA student; and (9) an intervention that deprives the LEA student of one or more of the student's senses, pursuant to Education Code section 56521.2.

In the event CONTRACTOR places a pupil in seclusion as defined in Education Code section 49005.1, CONTRACTOR shall keep constant, direct observation of a pupil who is in seclusion as set forth in Education Code section 49005.8. CONTRACTOR shall also comply with all requirements of Education Code section 49005 et seq., in the event a behavioral restraint, is used on a pupil. CONTRACTOR shall also comply with the reporting requirements set forth in Education Code section 49006 regarding the reporting of the use of restraints and seclusion of pupils using forms developed by the California Department of Education or as otherwise agreed to by CONTRACTOR and LEA.

31. STUDENT DISCIPLINE

CONTRACTOR shall maintain and abide by a written policy for student discipline that is consistent with state and federal law and regulations. CONTRACTOR shall provide LEA, on a monthly basis, a written report of all disciplinary actions for LEA students, including incidents that result in "other means of correction", suspension and/or expulsion of any LEA student, including all statutory offenses described in Education Code sections 48900 and 48915,using forms developed by the California Department of Education or as otherwise mutually agreed by CONTRACTOR and LEA.

CONTRACTOR shall also include incidents resulting in the use of a behavioral restraint and/or seclusion even if they were not a result of a violation of Education Code Sections 48900 and 48915. Written notification shall be provided to the LEA as designated in Exhibit C.

When CONTRACTOR seeks to remove a LEA student from the current educational placement for disciplinary reasons, CONTRACTOR shall immediately submit a written discipline report to the LEA and a manifestation IEP team meeting shall be scheduled. Written discipline reports shall include, but not be limited to: the LEA student's name; the time, date, and description of the misconduct; the disciplinary action taken by CONTRACTOR; and the rationale for such disciplinary action. A copy of the LEA student's behavior plan, if any, shall be submitted with the written discipline report. CONTRACTOR and LEA agree to participate in a manifestation determination at an IEP meeting no later than the tenth (10^{th}) day of suspension. CONTRACTOR shall notify LEA representatives of the need for an IEP team meeting when a manifestation determination will be considered.

32. IEP TEAM MEETINGS

An IEP team meeting shall be convened at least annually to evaluate: (1) the educational progress of each student placed with CONTRACTOR, including all state assessment results pursuant to the requirements of Education Code section 52052; (2) whether or not the needs of the student continue to be best met at the nonpublic school and/or by the nonpublic agency; and (3) whether changes to the student's IEP are necessary, including whether the student may be transitioned to a public school setting. (California Education Code sections 56366(a)(2)(B)(i) and (ii).) If an LEA student is enrolled in the nonpublic school pursuant to a lawfully executed agreement between the LEA and parent, it shall be the responsibility of the LEA to notify CONTRACTOR in writing (1) when or whether an IEP meeting will be held, (2) whether placement in the nonpublic school should be documented as part of an IEP, and (3) the start date and, if known, the end date for services to be provided by CONTRACTOR to LEA student.

If a LEA student is to be transferred from a nonpublic school setting into a regular class setting in a public school for any part of the school day, the IEP team shall document, if appropriate, a description of activities provided to integrate the student into the regular education program, including the nature of each activity as well as the time spent on the activity each day or week and a description of the activities provided to support the transition of the student from the special education program into the regular education program. Each LEA student shall be allowed to provide confidential input to any representative of the IEP team. Except as otherwise provided in the Master Contract, CONTRACTOR and the LEA shall participate in all IEP team meetings regarding LEA students for whom ISAs have been or may be executed. At any time during the term of this Master Contract, a parent, the CONTRACTOR or the LEA may request a review of the student's IEP, subject to all procedural safeguards required by law, including reasonable notice given to, and participation of, the CONTRACTOR in the meeting. Every effort shall be made to schedule IEP team meetings at a time and place that is mutually convenient to the parent(s), the CONTRACTOR and the LEA. CONTRACTOR shall provide to the LEA any and all assessments (including testing protocols) and written assessment reports created by CONTRACTOR and any of its agents or subcontractors, upon request. It is understood that attendance at an IEP meeting is part of CONTRACTOR'S professional responsibility and is not a billable service under this Master Contract.

If the CONTRACTOR or LEA is unable to convince the parent or guardian that the parent or guardian should attend the IEP, CONTRACTOR shall maintain a written record of its attempts to arrange a mutually agreed-upon time and place. The CONTRACTOR and LEA shall also take any action necessary to ensure that the parent or guardian understands the proceedings at a meeting, including arranging for an interpreter.

Changes in any LEA student's educational program, including instruction, services, or instructional setting, provided under this Master Contract may only be made on the basis of revisions to the student's IEP. In the event that the CONTRACTOR believes the student requires a change of placement, the CONTRACTOR may request a review of the student's IEP for the purposes of considering a change in the student's placement. Student is entitled to remain in the last agreed upon and implemented placement unless parent agrees otherwise or unless an interim alternative educational placement is deemed lawful and appropriate by the LEA or OAH.

33. SURROGATE PARENTS

CONTRACTOR shall comply with state and federal laws and regulations regarding assigning surrogate parents to LEA students.

34. DUE PROCESS PROCEEDINGS

CONTRACTOR shall fully participate in special education due process proceedings including alternative dispute resolution, mediations and hearings, as requested by the LEA. CONTRACTOR shall also fully participate in the investigation of any complaint filed with the State of California, the Office for Civil Rights, or any other state and/or federal governmental body or agency. Full participation shall include, but in no way be limited to, cooperating with LEA representatives to provide complete answers raised by any investigator and/or the immediate provision of any and all documentation that pertains to the operation of CONTRACTOR's program and/or the implementation of a particular student's IEP/IFSP as well as directing CONTRACTOR staff to be available to obtain information and/or prepare for an investigation or due process hearing.

35. COMPLAINT PROCEDURES

CONTRACTOR shall maintain and adhere to its own written procedures for responding to parent complaints. These procedures shall include annually notifying and providing parents of LEA students with appropriate information (including complaint forms) for the following: (1) Special Education Compliance Compliant procedures pursuant to Title 5 of the California Code of Regulations section 3200 et seq.; (2) Uniform Complaint Procedures pursuant to Title 5 of the California Code of Regulations section 4600 et seq.; (3) Nondiscrimination policies pursuant to Title 5 of the California Code of Regulations section 4960 (a); (4) Sexual Harassment Policies pursuant to California Education Code 231.5(a)(b)(c); (5) Student Grievance Procedure pursuant to Title IX 34 CFR sections 106.8 (a)(d) and 106.9 (a); and (6) Notice of Privacy Practices in compliance with Health Insurance Portability and Accountability Act (HIPAA). CONTRACTOR shall include verification of these procedures to the LEA. CONTRACTOR shall immediately notify LEA of any complaints filed against it related to any LEA student and provide LEA with all documentation related to the complaint(s) and/or CONTRACTOR's investigation of complaints, including any and all reports generated as a result of an investigation.

36. LEA STUDENT PROGRESS REPORTS/REPORT CARDS AND ASSESSMENTS

Unless the LEA requests in writing that progress reports be provided on a monthly basis, CONTRACTOR shall provide to parents at least four (4) written progress reports/report cards. At a minimum, progress reports shall include progress over time towards IEP goals and objectives. A copy of the progress reports/report cards shall be maintained at the CONTRACTOR's place of business and shall be submitted to the LEA and LEA student's parent(s).

CONTRACTOR shall also provide an LEA representative access to supporting documentation used to determine progress on any goal or objective, including but not limited to log sheets, observation notes, data sheets, pre-/post-tests, rubrics and other similar data collection used to determine progress or lack of progress on approved goals, objectives, transition plans or behavior support plans. The

LEA may request copies of such data at any time within five (5) years of the date of service. CONTRACTOR agrees to maintain the information for at least five (5) years and also shall provide this data supporting progress within five (5) business days of request. Additional time may be granted as needed by the LEA.

CONTRACTOR shall complete academic or other assessment of the LEA student one month prior to the LEA student's annual or triennial review IEP team meeting for the purpose of reporting the LEA student's present levels of performance at the IEP team meeting as required by state and federal laws and regulations and pursuant to LEA policies, procedures, and/or practices. CONTRACTOR shall provide sufficient copies of its reports, documents, and projected goals to share with members of the IEP team five (5) business days prior to the IEP meeting. CONTRACTOR shall maintain supporting documentation such as test protocols and data collection, which shall be made available to LEA within five (5) business days of request.

CONTRACTOR is responsible for all assessment costs regarding the updating of goals and objectives, progress reporting and the development of present levels of performance. All assessments shall be provided by the LEA unless the LEA specifies in writing a request that CONTRACTOR perform such additional assessment. Any assessment costs may be added to the ISA and/or approved separately by the LEA at the LEA's sole discretion.

It is understood that all billable hours must be in direct services to pupils as specified in the ISA. For nonpublic agency services, supervision provided by a qualified individual as specified in Title 5 of the California Code of Regulations section 3065, shall be determined as appropriate and included in the ISA. Supervision means the direct observation of services, data review, case conferencing and program design consistent with professional standards for each professional's license, certification, or credential.

CONTRACTOR shall not charge the LEA student's parent(s) or LEA for the provision of progress reports, report cards, and/or any assessments, interviews, or meetings, unless the LEA agrees in writing prior to the completion of any work. It is understood that all billable hours have limits to those specified on the ISA consistent with the IEP. It is understood that copies of data collection notes, forms, charts and other such data are part of the pupil's record and shall be made available to the LEA upon written request.

37. TRANSCRIPTS

When CONTRACTOR is a nonpublic school, CONTRACTOR shall assign grades and prepare transcripts at the close of each semester, or upon LEA student transfer, for each LEA student in grades nine (9) through twelve (12) inclusive, including students eligible for a diploma in accordance with Education Code section 51225.31. CONTRACTOR shall submit all transcripts to the LEA Director of Special Education for evaluation of progress toward completion of diploma requirements as specified by LEA.

38. LEA STUDENT CHANGE OF RESIDENCE

Upon enrollment, CONTRACTOR shall notify parents in writing of their obligation to notify CONTRACTOR of the LEA student's change of residence. CONTRACTOR shall maintain, and provide upon request by LEA, documentation of such notice to parents. Within five (5) school days from the date CONTRACTOR becomes aware of a LEA student's change of residence, CONTRACTOR shall notify the LEA, in writing, of the LEA student's change of residence and whether the student's IEP provides for an assistive technology device for use outside of the school setting. If the student's IEP provides an assistive technology device for use outside of the school setting then the student shall continue to be provided an assistive technology device for use outside the school setting until alternative arrangements are made or until two (2) months have elapsed from

the date the student ceased to be enrolled in the LEA, whichever occurs first (Education Code section 56040.3). For foster youth, the definition of school of origin includes placement in a nonpublic school (Education Code sections 48853.5(g)(3) and 48204(a)(2)).

If CONTRACTOR had knowledge or should reasonably have had knowledge of the LEA student's change of residence boundaries and CONTRACTOR fails to follow the procedures specified in this provision, the LEA shall not be responsible for the costs of services delivered after the LEA student's change of residence.

39. WITHDRAWAL OF LEA STUDENT FROM PROGRAM

CONTRACTOR shall immediately report, by telephone and e-mail, to the LEA Representative responsible for overseeing nonpublic schools and nonpublic agencies, and any other required representative from the California Department of Education, when a LEA student is withdrawn from school and/or services. CONTRACTOR shall confirm such telephone call in writing via e-mail or other written notification to the LEA Director of Special Education and submit to the LEA and the Department of Education, if required, within five (5) business days of the withdrawal.

40. PARENT ACCESS

CONTRACTOR shall provide for reasonable parental access to LEA students and all facilities including, but not limited to, the instructional setting, recreational activity areas, meeting rooms and LEA student living quarters, when applicable. CONTRACTOR shall comply with any known court orders regarding parental visits and access to LEA students.

CONTRACTOR, if operating a program with a residential component, shall cooperate with a parent's reasonable request for LEA student visits in their home during, but not limited to, holidays and weekends. CONTRACTOR shall ensure that parents obtain prior written authorization for therapeutic visits from the CONTRACTOR and the LEA.

CONTRACTOR shall notify LEA in writing of any verbal and/or written concern/problem reported to a student's parent during parental access to CONTRACTOR'S facilities that would impact implementation of the student's IEP or offer of a FAPE.

41. SERVICES AND SUPERVISION AND PROFESSIONAL CONDUCT

If CONTRACTOR provides services on a LEA public school campus, CONTRACTOR shall comply with Penal Code section 627.1 et seq., as well as all other LEA and campus-specific policies and procedures regarding visitors to/on school campuses. CONTRACTOR shall be responsible for the purchase and provision of the supplies and assessment tools necessary to implement the provision of CONTRACTOR services on LEA public school campuses.

It is understood that the public school credentialed classroom teacher is responsible for the educational program.

It is understood that all employees, subcontractors and volunteers of any certified nonpublic school or agency shall adhere to customary professional standards when providing services. All practices shall be within the scope of professional responsibility as defined in the professional code of conduct for each profession. Reports regarding student progress shall be consistent with the provision of the Master Contract.

CONTRACTOR, if providing services in a student's home as specified in the ISA, shall assure that at least one parent of the child or an adult caregiver with written and signed authorization to make decisions in an emergency is present during the provision of services. The names of any adult

caregiver other than the parent shall be provided to the LEA prior to the start of any home based services, including written and signed authorization in emergency situations. The parent shall inform the LEA of any changes of caregivers and provide written authorization for emergency situations. The adult caregiver cannot also be an employee or volunteer associated with the nonpublic school/nonpublic agency service provider. All problems and/or concerns reported to parents, both verbal and written shall also be provided to the LEA.

42. LICENSED CHILDREN'S INSTITUTION CONTRACTORS

If CONTRACTOR is a licensed children's institution, CONTRACTOR shall adhere to all legal requirements regarding educational placements for LCI students as stated in Education Code sections 56366(a)(2)(C) and 56366.9, Health and Safety Code section 1501.1 and any other applicable laws and/or regulations, including LEA guidelines or procedures. An LCI shall not require that a pupil be placed in its nonpublic school as a condition of being placed in its residential facility.

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a residential treatment center (hereinafter referred to as "NPS/RTC"), CONTRACTOR shall adhere to all legal requirements under the Individuals with Disabilities Education Act (IDEA), 20 U.S.C. section 1400 et seq. including the federal regulations 34 C.F.R section 300 et seq. and Education Code section 56000 et seq. including Title 5 of the California Code of Regulations section 3000 et seq. CONTRACTOR shall comply with all monitoring requirements set forth in Section 44 below.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a program outside of this State shall be certified or licensed by that state to provide, respectively, special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

If CONTRACTOR is a nonpublic, nonsectarian school that is owned, operated by, or associated with a LCI, CONTRACTOR shall provide to the LEA, on a quarterly basis, a list of all LEA students, including those identified as eligible for special education. For those identified special education students, the list shall include: 1) special education eligibility at the time of enrollment; and 2) the educational placement and services specified in each student's IEP at the time of enrollment.

Unless placement is made pursuant to an Office of Administrative Hearings order or a lawfully executed agreement between the LEA and parent, the LEA is not responsible for the costs associated with nonpublic school placement until the date on which an IEP team meeting is convened, the IEP team determines that a nonpublic school placement is appropriate, and the IEP is signed by the LEA student's parent or another adult with educational decision-making rights.

43. STATE MEAL MANDATE

When CONTRACTOR is a nonpublic school, CONTRACTOR and LEA shall satisfy the State Meal Mandate under California Education Code sections 49500 et seq., 49530 et seq., 49550 et seq., and Assembly Bill 130 (2021).

LEA at its sole discretion may elect to directly provide meals to CONTRACTOR for distribution to LEA students at the nonpublic school on its own or by another local school district.

CONTRACTOR acknowledges that the LEA does not receive any state or federal reimbursement for any meals CONTRACTOR provides to LEA students and that CONTRACTOR is only eligible to receive direct reimbursement if it is an approved site under the National School Lunch Program.

In the event the LEA requests CONTRACTOR to provide meals to LEA students, CONTRACTOR will provide breakfast and lunch to LEA students in compliance with the meal pattern requirements

under the School Breakfast Program and National School Lunch Program nutritional standards. LEA shall reimburse CONTRACTOR for each meal made available at a mutually agreed upon rate. In the event CONTRACTOR is unable to provide meals, the LEA and CONTRACTOR will work collaboratively to find a solution. In the event CDE determines that meals do not need to be provided, this paragraph shall not apply.

CONTRACTOR shall maintain all documentation of meals provided to LEA students. CONTRACTOR shall comply with record keeping requirements under the School Breakfast Program and National School Lunch Program or LEA template. Upon request, CONTRACTOR shall provide copies of any such records to LEA. CONTRACTOR shall also allow LEA to conduct site monitoring visits as deemed necessary by the LEA.

If CONTRACTOR uses a third-party vendor to provide meals, CONTRACTOR will assure that the third-party vendor agrees to comply with all meal pattern requirements of the School Breakfast Program and National School Lunch Program nutritional standards. Upon request, CONTRACTOR shall provide LEA with any contracts it has with third-party vendors providing meals for students.

CONTRACTOR shall provide LEA with at least 30 days prior written notice of any change in its status under the National School Lunch Program/State Meal Mandate and shall work collaboratively with LEA to ensure that each eligible student receives required meals.

44. MONITORING

When CONTRACTOR is a nonpublic school, the LEA (or SELPA) shall conduct at least one onsite monitoring visit during each school year to the NPS at which the LEA has a pupil attending and with which it maintains a master contract. The monitoring visit shall include, but is not limited to, a review of services provided to the pupil through the ISA between the LEA and CONTRACTOR, a review of progress the pupil is making toward the goals set forth in the pupil's individualized education program, a review of progress the pupil is making toward the goals set forth in the pupil's behavioral intervention plan, if applicable, an observation of the pupil during instruction, and a walkthrough of the facility. The LEA (or SELPA) shall report the findings resulting from the monitoring visit to the California Department of Education within 60 calendar days of the onsite visit.

The LEA (or SELPA) shall conduct an onsite visit to CONTRACTOR before placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement.

CONTRACTOR shall allow representatives from the LEA access to its facilities for the purpose of monitoring each LEA student's instructional program. LEA shall have access to observe each LEA student at work, observe the instructional setting, interview CONTRACTOR, and review each LEA student's records and progress. Such access shall include unannounced monitoring visits. When making site visits, LEA shall initially report to CONTRACTOR's site administrative office. CONTRACTOR shall be invited to participate in the review of each student's progress.

If CONTRACTOR is also an LCI, the LEA or its SELPA shall annually evaluate whether CONTRACTOR is in compliance with Education Code section 56366.9 and Health and Safety Code section 1501.1(b).

The State Superintendent of Public Instruction ("Superintendent") shall monitor CONTRACTOR'S facilities, the educational environment, and the quality of the educational program, including the teaching staff, the credentials authorizing service, the standards-based core curriculum being employed, and the standard focused instructional materials used on a three-year cycle, as follows: (1) CONTRACTOR shall complete a self-review in year one; (2) the Superintendent shall conduct an onsite review in year two; and (3) the Superintendent shall conduct a follow-up visit in year three.

CONTRACTOR shall fully participate in any LEA and CDE compliance review, including any On-Site and Self Review and if applicable, District Validation Review. This review will address programmatic aspects of the nonpublic school/agency, compliance with relevant state and federal regulations, and Master Contract compliance. CONTRACTOR shall complete and submit a Nonpublic School/Agency Self-Review Assessment submitted as specified by the LEA. CONTRACTOR shall conduct any follow-up or corrective action procedures requested by LEA or CDE related to such compliance review.

CONTRACTOR understands that the LEA reserves the right to institute a program audit with or without cause. The program audit may include, but is not limited to, a review of core compliance areas of health and safety; curriculum/instruction; related services; and contractual, legal, and procedural compliance.

When CONTRACTOR is a nonpublic school, CONTRACTOR shall collect all applicable data and prepare the applicable portion of a School Accountability Report Card in accordance with California Education Code section 33126.

PERSONNEL

45. CLEARANCE REQUIREMENTS

CONTRACTOR shall comply with the requirements of California Education Code section 44237, 35021.1, 35021.2 and 56366.1 including, but not limited to: obtaining clearance from both the California Department of Justice (hereinafter referred to as "CDOJ") and clearance from the Federal Bureau of Investigation (hereinafter referred to as "FBI") for all of CONTRACTOR's employees and volunteers who will have or likely may have any direct contact with LEA students. CONTRACTOR hereby agrees that CONTRACTOR's employees and volunteers who will have or likely may have direct contact with LEA students shall not come in contact with LEA students until both CDOJ and FBI clearance are ascertained. CONTRACTOR shall further certify in writing to the LEA that none of its employees, volunteers, or subcontractors who will have or likely may have any direct contact with LEA students have been convicted of a violent or serious felony as those terms are defined in California Education Code section 44237(h), unless despite the employee's conviction of a violent or serious felony, the employee has met the criteria to be eligible for employment pursuant to California Education Code section 44237(i) or (j). Clearance certification shall be submitted to the LEA. In addition, CONTRACTOR shall make a request for subsequent arrest service from the CDOJ as required by California Penal Code section 11105.2.

46. STAFF QUALIFICATIONS

CONTRACTOR shall ensure that all individuals employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or provide related services hold a license, certificate, permit, or other document equivalent to that which staff in a public school are required to hold to render the service consistent with Education Code section 56366.1(n)(1) and are qualified pursuant to Title 34 of the Code of Federal Regulations sections 200.56 and 200.58, and Title 5 of the California Code of Regulations sections 3001(r),3051, 3064 and 3065. Such qualified staff may only provide related services within the scope of their professional license, certification or credential and ethical standards set by each profession and not assume responsibility or authority for another related services provider or special education teacher's scope of practice.

Only those nonpublic, nonsectarian schools or agencies located outside of California that employ staff who hold a current valid credential or license to render special education and related services as required by that state shall be eligible to be certified.

In accordance with California Education Code section 56366.1(a)(5), when CONTRACTOR is a nonpublic school, the administrator of the nonpublic school shall hold or currently be in the process of obtaining one of the following: (A) An administrative credential granted by an accredited postsecondary educational institution and two years of experience with pupils with disabilities; (B) A pupil personnel services credential that authorizes school counseling or psychology; (C) A license as a clinical social worker issued by the Board of Behavioral Sciences; (D) A license in psychology regulated by the Board of Psychology; (E) A master's degree issued by an accredited postsecondary institution in education, special education, psychology, counseling, behavioral analysis, social work, behavioral science, or rehabilitation; (F) A credential authorizing special education instruction and at least two years of experience teaching in special education before becoming an administrator; (G) A license as a marriage and family therapist certified by the Board of Behavioral Sciences; (H) A license as an educational psychologist issued by the Board of Behavioral Sciences; or (I) A license as a professional clinical counselor issued by the Board of Behavioral Sciences. CONTRACTOR shall maintain, and provide to the LEA upon request, documentation of its administrator's qualifications in accordance with the above.

CONTRACTOR shall comply with personnel standards and qualifications regarding instructional aides and teacher assistants respectively pursuant to Federal requirements and California Education Code sections 45340 et seq. and 45350 et seq. Specifically, all paraprofessionals, including, but not limited to instructional aides and teacher assistants, employed, contracted, and/or otherwise hired by CONTRACTOR to provide classroom and/or individualized instruction or related services, shall possess a high school diploma (or higher) degree; or met a rigorous standard of quality and can demonstrate, through a formal state or local assessment (i) knowledge of, and the ability to assist in instructing, reading, writing, and mathematics; or (ii) knowledge of, and the ability to assist in instructing, reading readiness, writing readiness, and mathematics readiness, as appropriate. CONTRACTOR shall comply with all laws and regulations governing the licensed professions, including but not limited to, the provisions with respect to supervision.

In addition to meeting the certification requirements of the State of California, a CONTRACTOR that operates a CDE certified NPS program outside of this state and serving a student by this LEA shall be certified or licensed by that state to provide special education and related services and designated instruction and related services to pupils under the federal Individuals with Disabilities Education Act (20 U.S.C. Sec. 1400 et seq.).

47. CALSTRS OR PERS RETIREMENT REPORTING

CONTRACTOR understands that the LEA is required to report all monies paid under this agreement to the local county office of education or as otherwise required by law. Neither LEA nor CONTRACTOR shall have a duty to monitor wages of CalSTRS or PERS retirees to ensure that their earnings are within the limitation prescribed by these or any other retirement system. Neither LEA nor CONTRACTOR shall be liable if CONTRACTOR'S agent(s), officer(s) or employee(s) exceeds a retirement system's earnings limitation and is reinstated to employment or required to repay retirement benefits. CONTRACTOR agrees to cooperate with LEA should any notices be provided under this provision.

48. VERIFICATION OF LICENSES, CREDENTIALS AND OTHER DOCUMENTS

CONTRACTOR shall submit to the LEA a staff list, and copies of all current and required licenses, certifications, credentials, permits and/or other documents which entitle the holder to provide special education and/or related services by CONTRACTOR and all individuals employed, contracted, and/or otherwise hired or sub-contracted by CONTRACTOR. The LEA may file all licenses, certifications, credentials, permits or other documents with the office of the County Superintendent of Schools. CONTRACTOR shall notify the LEA in writing within thirty (30) days when personnel changes occur which may affect the provision of special education and/or related services to LEA

students. CONTRACTOR shall provide the LEA with the verified dates of fingerprint clearance, Department of Justice clearance and Tuberculosis Test clearance for all employees, approved subcontractors and/or volunteers prior to such individuals starting to work with any student.

CONTRACTOR shall monitor the status of licenses, certifications, credentials, permits and/or other documents for CONTRACTOR and all individuals employed, contracted, and/or otherwise hired by CONTRACTOR. CONTRACTOR shall immediately, and in no circumstances longer than five (5) business days, provide to the LEA updated information regarding the status of licenses, certifications, credentials, permits and/or other documents of any known changes. Failure to provide properly qualified personnel to provide services as specified in a LEA student's IEP shall be cause for termination of the Master Contract.

49. STAFF ABSENCE

When CONTRACTOR is a nonpublic school and CONTRACTOR's classroom teacher is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The LEA shall not be responsible for any payment for instruction and/or services when an appropriately credentialed substitute teacher is not provided in accordance with California Education Code section 56061.

When CONTRACTOR is a nonpublic agency and/or related services provider, and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. It is understood that the parent of a student shall not be deemed to be a qualified substitute for their student. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and an authorized LEA representative.

50. STAFF PROFESSIONAL BEHAVIOR WHEN PROVIDING SERVICES AT SCHOOL OR SCHOOL RELATED EVENTS OR AT SCHOOL FACILITY AND/OR IN THE HOME

It is understood that all employees, subcontractors, and volunteers of any certified nonpublic school or nonpublic agency shall adhere to the customary professional and ethical standards when providing services. All practices shall only be within the scope of professional responsibility as defined in the professional code of conduct for each profession as well as any LEA professional standards as specified in Board policies and/or regulations when made available to the CONTRACTOR. Reports regarding student progress shall be consistent with the provision of this Master Contract.

For services provided on a public school campus, sign in/out procedures shall be followed by nonpublic agency providers working in a public school classroom along with all other procedures for being on campus consistent with school and LEA policy. It is understood that the public school credentialed classroom teacher is responsible for the instructional program, and all nonpublic agency service providers shall work collaboratively with the classroom teacher, who shall remain in charge of the instructional program.

For services provided outside of a pupil's school or in a pupil's home, as specified in the IEP, CONTRACTOR shall ensure that at least one parent of the pupil or an LEA-approved responsible adult is present during the provision of services. As used in this provision, the term "services" shall not apply to field trips or community-based instruction taking place outside of the school. All

problems and/or concerns reported to parents, both verbal and written shall also be reported to the LEA.

HEALTH AND SAFETY MANDATES

51. HEALTH AND SAFETY

CONTRACTOR shall comply with all applicable federal, state, and local laws, regulations, ordinances, policies, and procedures regarding student and employee health and safety. CONTRACTOR shall comply with the requirements of California Education Code sections 35021 et seq., 49406, and Health and Safety Code section 121525 regarding the examination of CONTRACTOR's employees and volunteers for tuberculosis. CONTRACTOR shall provide to the LEA documentation for each individual volunteering, employed, contracted, and/or otherwise hired by CONTRACTOR of such compliance before an individual comes in contact with an LEA student.

CONTRACTOR shall comply with OSHA Blood Borne Pathogens Standards, 29 Code of Federal Regulations (CFR) section 1910.1030, when providing medical treatment or assistance to a student. CONTRACTOR further agrees to provide annual training regarding universal health care precautions and to post required notices in areas designated in the California Health and Safety Code.

52. FACILITIES AND FACILITIES MODIFICATIONS

CONTRACTOR shall provide special education and/or related services to LEA students in facilities that comply with all applicable federal, state, and local laws, regulations, and ordinances related, but not limited to: disability access; fire, health, sanitation, and building standards and safety; fire warning systems; zoning permits; and occupancy capacity. When CONTRACTOR is a nonpublic school, CONTRACTOR shall conduct fire drills as required by Title 5 California Code of Regulations section 550. CONTRACTOR shall be responsible for any structural changes and/or modifications to CONTRACTOR's facilities is required to comply with applicable federal, state, and local laws, regulations, and ordinances. CONTRACTOR shall maintain a school site safety plan incorporating disaster procedures, routine and emergency crisis response plan, including adaptations for pupils with disabilities.

53. ADMINISTRATION OF MEDICATION

Unless otherwise set forth in the student's ISA, CONTRACTOR shall comply with the requirements of California Education Code section 49423 and Title 5 of the California Code of Regulations section 600 et seq. when CONTRACTOR serves a LEA student that is required to take prescription and/or over-the-counter medication during the school day. CONTRACTOR may designate personnel to assist the LEA student with the administration of such medication after the LEA student's parent(s) provides to CONTRACTOR: (a) a written statement from a physician detailing the type, administration method, amount, and time schedules by which such medication shall be taken; and (b) a written statement from the LEA student's parent(s) granting CONTRACTOR permission to administer medication(s) as specified in the physician's statement. CONTRACTOR shall maintain, and provide to the LEA upon request, copies of such written statements. CONTRACTOR shall maintain a written log for each LEA student to whom medication is administered. Such written log shall specify the LEA student's name; the type of medication; the date, time, and amount of each administration; and the name of CONTRACTOR's employee who administered the medication. CONTRACTOR maintains full responsibility for assuring appropriate staff training in the administration of such medication consistent with student's physician's written orders and for securely storing medication. Any change in medication type, administration method, amount or schedule must be authorized by both a licensed physician and parent.

54. INCIDENT/ACCIDENT REPORTING

CONTRACTOR shall submit within 24 hours by fax and mail, or electronically, any accident or incident report to the LEA representative specified on Exhibit C, attached hereto and incorporated herein, including any behavior incident or behavior emergency intervention. LEA may specify procedures to be implemented by CONTRACTOR or forms to be submitted by CONTRACTOR related to accident or incident reporting.

CONTRACTOR shall notify LEA in writing, of any pupil-involved incident in which law enforcement was contacted. CONTRACTOR shall provide such written notice no later than one (1) business day after the incident occurred in accordance with Education Code section 56366.1(i).

55. CHILD ABUSE REPORTING

CONTRACTOR hereby agrees to annually train all staff members, including volunteers, so that they are familiar with and agree to adhere to its own child and dependent adult abuse reporting obligations and procedures as specified in California Penal Code section 11164 et seq. To protect the privacy rights of all parties involved (i.e. reporter, child and alleged abuser), reports will remain confidential as required by law and professional ethical mandates. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be submitted to the LEA.

56. SEXUAL HARASSMENT/DISCRIMINATION

CONTRACTOR shall have a Sexual and Gender Identity Harassment Policy that clearly describes the kinds of conduct that constitutes sexual harassment and that is prohibited by the CONTRACTOR's policy, as well as federal and state law. The policy should include procedures to make complaints without fear of retaliation, and for prompt and objective investigations of all sexual harassment complaints. CONTRACTOR further agrees to provide annual training to all employees regarding the laws concerning sexual harassment and related procedures.

57. REPORTING OF MISSING CHILDREN

CONTRACTOR assures the LEA that all staff members, including volunteers, are familiar with and agree to adhere to requirements for reporting missing children as specified in California Education Code section 49370. A written statement acknowledging the legal requirements of such reporting and verification of staff adherence to such reporting shall be properly submitted to the LEA. The written statement shall be submitted as specified by the LEA.

FINANCIAL

58. ENROLLMENT, CONTRACTING, SERVICE TRACKING, ATTENDANCE REPORTING, AND BILLING PROCEDURES

CONTRACTOR shall assure that the nonpublic school or nonpublic agency has the necessary financial resources to provide an appropriate education for the children enrolled and will distribute those resources in such a manner to implement the IEP and ISA for each and every student.

CONTRACTOR shall comply with all LEA procedures concerning enrollment, contracting, attendance reporting, service tracking and billing including requirements of electronic billing as specified by the LEA Procedure as well as provide all such records requested by LEA concerning the same. CONTRACTOR shall be paid for the provision of special education and/or related services specified in the LEA student's IEP and ISA which are provided on billable days of attendance. All

payments by LEA shall be made in accordance with the terms and conditions of this Master Contract and all applicable federal and state laws.

CONTRACTOR shall maintain separate registers for the basic education program and each related service. Original attendance forms (for example, roll books for the basic education program, service tracking documents and notes for instructional assistants, behavioral intervention aides, bus aides, and each related service) shall be completed by the actual service provider whose signature shall appear on such forms and shall be available for review, inspection, or audit by the LEA during the effective period of this Master Contract and for a period of five (5) years thereafter. CONTRACTOR shall verify the accuracy of minutes of reported attendance that is the basis of services being billed for payment.

CONTRACTOR shall submit invoices and related documents to the LEA for payment, for each calendar month when education or related services were provided. Invoices and related documents may be submitted electronically if requested by LEA and CONTRACTOR has the systems in place to generate the requested documents. The LEA may designate forms for use by CONTRACTOR when submitting invoices. At a minimum, each invoice must contain the following information: month of service; specific days and times of services coordinated by the LEA approved calendar unless otherwise specified in the ISA or agreed to by the LEA; name of staff who provided the service; approved cost of each invoice; total for each service and total for the monthly invoice; date invoice was mailed; signature of the nonpublic school/nonpublic agency administrator authorizing that the information is accurate and consistent with the ISA, CDE certificates and staff notification; verification that attendance report is attached as appropriate; indication of any made-up session consistent with this Master Contract; verification that progress reports have been provided consistent with the ISA (monthly or quarterly unless specified otherwise on the ISA); and the name or initials of each student for when the service was provided.

In the event services were not provided, rationale for why the services were not provided shall be included.

Such an invoice is subject to all conditions of this Master Contract. At the discretion of the LEA, an electronic invoice may be required provided such notice has been made in writing and training provided to the CONTRACTOR at no additional charge for such training.

Invoices shall be submitted no later than thirty (30) days after the end of the attendance accounting period in which the services were rendered. LEA shall make payment to CONTRACTOR based on the number of billable days of attendance and hours of service at rates specified in this Master Contract within forty-five (45) days of LEA's receipt of properly submitted hard copy of invoices prepared and submitted as specified in California Education Code section 56366.5 and the LEA. CONTRACTOR shall correct deficiencies and submit rebilling invoices no later than thirty (30) calendar days after the invoice is returned by LEA. LEA shall pay properly submitted re-billing invoices no later than forty-five (45) days after the date a completely corrected re-billing invoice is received by the LEA.

In no case shall initial payment claim submission for any Master Contract fiscal year (July through June) extend beyond December 31st after the close of the fiscal year. In no case shall any rebilling for the Master Contract fiscal year (July through June) extend beyond six months after the close of the fiscal year unless approved by the LEA to resolve billing issues including rebilling issues directly related to a delay in obtaining information from the Commission on Teacher Credentialing regarding teacher qualification, but no later than 12 months from the close of the fiscal year. If the billing or rebilling error is the responsibility of the LEA, then no limit is set provided that the LEA and CONTRACTOR have communicated such concerns in writing during the 12-month period following the close of the fiscal year. LEA will not pay mileage for NPA employee.

59. RIGHT TO WITHHOLD PAYMENT

The LEA may withhold payment to CONTRACTOR when: (a) CONTRACTOR has failed to perform, in whole or in part, under the terms of this Master Contract; (b) CONTRACTOR has billed for services rendered on days other than billable days of attendance or for days when student was not in attendance and/or did not receive services; (c) CONTRACTOR was overpaid by LEA as determined by inspection, review, and/or audit of its program, work, and/or records; (d) CONTRACTOR has failed to provide supporting documentation with an invoice, as required by EC 56366(c)(2); (e) education and/or related services are provided to LEA students by personnel who are not appropriately credentialed, licensed, or otherwise qualified; (f) LEA has not received, prior to school closure or contract termination, all documents concerning one or more LEA students enrolled in CONTRACTOR's educational program; (g) CONTRACTOR fails to confirm a student's change of residence to another district or confirms the change or residence to another district, but fails to notify LEA with five (5) days of such confirmation; or (h) CONTRACTOR receives payment from Medi-Cal or from any other agency or funding source for a service provided to a LEA student. It is understood that no payments shall be made for any invoices that are not received by six months following the close of the prior fiscal year, for services provided in that year.

Final payment to CONTRACTOR in connection with the cessation of operations and/or termination of a Master Contract will be subject to the same documentation standards described for all payment claims for regular ongoing operations. In addition, final payment may be withheld by the LEA until completion of a review or audit, if deemed necessary by the LEA. Such review or audit will be completed within ninety (90) days. The final payment may be adjusted to offset any previous payments to the CONTRACTOR determined to have been paid in error or in anticipation of correction of documentation deficiencies by the CONTRACTOR that remain uncorrected.

The amount which may be withheld by the LEA with respect to each of the subparagraphs of the preceding paragraph are as follows: (a): the value of the service CONTRACTOR failed to perform; (b) the amount of overpayment; (c) the portion of the invoice for which satisfactory documentation has not been provided by CONTRACTOR; (d) the amount invoiced for services provided by the individual not appropriately credentialed, licensed, or otherwise qualified; (e) the proportionate amount of the invoice related to the applicable pupil for the time period from the date of the violation occurred and until the violation is cured; or (f the amount paid to CONTRACTOR by Medi-Cal or another agency or funding source for the service provided to the LEA student.

If the LEA determines that cause exists to withhold payment to CONTRACTOR, LEA shall, within ten (10) business days of this determination, provide to CONTRACTOR written notice that LEA is withholding payment. Such notice shall specify the basis or bases for the LEA's withholding payment and the amount to be withheld. Within thirty (30) days from the date of receipt of such notice, CONTRACTOR shall take all necessary and appropriate action to correct the deficiencies that form the basis for the LEA's withholding payment, submit a written request for extension of time to correct the deficiencies or submit to LEA written documentation demonstrating that the basis or bases cited by the LEA for withholding payment is unfounded. Upon receipt of CONTRACTOR's written request showing good cause, the LEA shall extend CONTRACTOR's time to correct deficiencies (usually an additional thirty (30) days), otherwise payment will be denied.

If after subsequent request for payment has been denied and CONTRACTOR believes that payment should not be withheld, CONTRACTOR shall send written notice to the LEA specifying the reason it believes payment should not be withheld. The LEA shall respond to CONTRACTOR's notice within thirty (30) business days by indicating that a warrant for the amount of payment will be made or stating the reason the LEA believes payment should not be made. If the LEA fails to respond within thirty (30) business days or a dispute regarding the withholding of payment continues after the LEA's response to CONTRACTOR's notice, CONTRACTOR may invoke the following escalation policy.

After forty-five (45) business days: The CONTRACTOR may notify the Authorized LEA's Representative of the dispute in writing. The LEA Authorized Representative shall respond to the CONTRACTOR in writing within fifteen (15) business days.

After sixty (60) business days: Disagreements between the LEA and CONTRACTOR concerning the Master Contract may be appealed to the Orange County Superintendent of Schools or the State Superintendent of Public Instruction pursuant to the provisions of California Education Code section 56366(c)(2). CONTRACTOR disagrees with the language of California Education Code section 56366(c)(2), and nothing herein shall constitute a waiver by CONTRACTOR of its right to challenge that provision.

60. PAYMENT FROM OUTSIDE AGENCIES

CONTRACTOR shall notify the LEA when Medi-Cal or any other agency is billed for the costs associated with the provision of special education and/or related services to LEA students. Upon request, CONTRACTOR shall provide to the LEA any and all documentation regarding reports, billing, and/or payment by Medi-Cal or any other agency for the costs associated with the provision of special education and/or related services to LEA students. CONTRACTOR shall provide prior written notice of the rights and protections required by Title 34 of the Code of Federal Regulations section 300.154(d) whenever it seeks to use the LEA students' public benefits to pay for special education and related services. Such notice shall be provided before seeking payment from Medi-Cal for the first time and annually thereafter.

61. PAYMENT FOR ABSENCES

NONPUBLIC SCHOOL STAFF ABSENCE

Whenever a classroom teacher employed by CONTRACTOR is absent, CONTRACTOR shall provide an appropriately credentialed substitute teacher in the absent teacher's classroom in accordance with California Education Code section 56061. CONTRACTOR shall provide to the LEA documentation of substitute coverage. Substitute teachers shall remain with their assigned class during all instructional time. The LEA will not pay for instruction and/or services unless said instruction or service is provided by an appropriately credentialed substitute teacher.

Whenever a related service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by LEA) substitute. The LEA will not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided unless otherwise agreed in LEA student's IEP or ISA.

NONPUBLIC SCHOOL STUDENT ABSENCE

If CONTRACTOR is a nonpublic school, no later than the tenth (10^{th}) cumulative day of the LEA student's unexcused absence, CONTRACTOR shall notify the LEA of such absence.

Criteria for a billable day for payment purposes is one day of attendance as defined in California Education Code, sections 46010, 46010.3 and 46307. The LEA shall not pay for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. *Per Diem* rates for students whose IEPs authorize less than a full instructional day may be adjusted on a pro rata basis in accordance with the actual proportion of the school day the student was served. The LEA shall not be responsible for payment of DIS or related services for days on which a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law, nor shall student be eligible for make-up services.

In the event a LEA student is chronically absent due to school refusal or other behaviors related to the student's disability and IEP interventions have been unsuccessful in improving school attendance, CONTRACTOR may request that LEA provide payment for a billable day of attendance related to such absences, on a case-by-case basis given the unique circumstances of the student and the student's individualized needs. LEA may, in its sole discretion, agree to pay CONTRACTOR for services provided on days that a student's attendance does not qualify for Average Daily Attendance (ADA) reimbursement under state law. Any such determination by the LEA must be set forth in writing as a condition for such payment.

NONPUBLIC AGENCY STAFF ABSENCE

When CONTRACTOR is a nonpublic agency and CONTRACTOR's service provider is absent, CONTRACTOR shall provide a qualified (as defined in section seven (7) of this Agreement and as determined by the LEA) substitute, unless the LEA provides appropriate coverage in lieu of CONTRACTOR's service providers. The LEA shall not pay for services unless a qualified substitute is provided and/or CONTRACTOR provides documentation evidencing the provision of "make-up" services by a qualified service provider within thirty (30) calendar days from the date on which the services should have been provided. CONTRACTOR shall not "bank" or "carry over" make up service hours under any circumstances, unless otherwise agreed to in writing by CONTRACTOR and the LEA. In the event services were not provided, reasons for why the services were not provided shall be included. In the event of a service provider absence for Behavior Intervention Implementation services provided at the school site, services shall not be deemed eligible for make-up.

NONPUBLIC AGENCY STUDENT ABSENCE

If CONTRACTOR is a nonpublic agency, it shall notify LEA of the absence of a LEA student no later than the fifth consecutive service day of the student's absence. The LEA shall not be responsible for the payment of services when a student is absent.

62. LEA AND/OR NONPUBLIC SCHOOL CLOSURE DUE TO EMERGENCY

The following shall apply in the event of a LEA or NPS school closure due to an emergency consistent with guidelines followed by the LEA in accordance with Education Code section 41422 and 46392:

a. If CONTRACTOR remains open during an emergency and serves students appropriately as delineated in the ISA, CONTRACTOR shall receive payment, regardless of whether the LEA is open or closed.

b. In the event of a NPS School Closure for the reasons set forth in Education Code section 41422, if the LEA is able to obtain alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance due to CONTRACTOR'S school closure. If the LEA is unable to obtain an alternative placement, CONTRACTOR shall receive payment consistent with the student's approved ISA, as though the student were continuing their regular attendance, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions.

c. In the event of the LEA and NPS School Closures, on days the LEA is funded, CONTRACTOR shall receive payment consistent with the student's approved ISA, until an alternative placement can be found and implement LEA student IEPs in accordance with Education Code section 56345(a)(9) pertaining to emergency conditions. If the LEA is able to

obtain an alternative placement for the student, CONTRACTOR shall not receive payment for days the student is not in attendance with CONTACTOR due to CONTRACTOR'S school closure.

If instruction or services, or both, cannot be provided to the student either at school or in person for more than 10 days due to an emergency condition described in Education Code sections 41422 and 46392, CONTRACTOR acknowledges the requirements of Education Code section 56345(a)(9) to provide special education and related services, supplementary aids and services, transition services (as applicable) and ESY (as applicable) as specified in the IEP. When the emergency school closure has ended, CONTRACTOR shall notify the LEA of any lost instructional minutes. CONTRACTOR and LEA shall work collaboratively to determine the need for make-up days or service changes, and shall work together to amend the student's IEP and ISA as appropriate.

For any physical school closure in which in-person instruction is restricted by order of the State or local agency, CONTRACTOR shall provide instruction in accordance with Education Code section 56345(a)(9) and Exhibit D, attached hereto and incorporated herein.

63. INSPECTION AND AUDIT

The CONTRACTOR shall maintain and the LEA shall have the right to examine and audit all of the books, records, documents, accounting procedures and practices and other evidence that reflect all costs claimed to have been incurred or fees claimed to have been earned under this Agreement.

CONTRACTOR shall provide the LEA access to all records including, but not limited to: student records as defined by California Education Code section 49061(b); registers and rollbooks of teachers; daily service logs and notes or other documents used to record the provision of related services; Medi-Cal/daily service logs and notes used to record provision of services provided by instructional assistants, behavior intervention aides, bus aides, and supervisors; absence verification records (parent/doctor notes, telephone logs, and related documents); bus rosters; staff lists specifying credentials held, business licenses held, documents evidencing other qualifications, social security numbers (last four digits unless otherwise required), dates of hire, and dates of termination; staff time sheets; non-paid staff and volunteer sign-in sheets; transportation and other related service subcontracts; school calendars; bell/class schedules when applicable; liability and worker's compensation insurance policies; state nonpublic school and/or agency certifications; by-laws; lists of current board of directors/trustees, if incorporated; other documents evidencing financial expenditures; federal/state payroll quarterly reports Form 941/DE3DP; and bank statements and canceled checks or facsimile thereof. Such access shall include unannounced inspections by the LEA. CONTRACTOR shall make available to the LEA all budgetary information including operating budgets submitted by CONTRACTOR to the LEA for the relevant contract period being audited.

CONTRACTOR shall make all records available at the office of the LEA or CONTRACTOR's offices at all reasonable times and without charge. All records shall be provided to the LEA within five (5) working days of a written request from the LEA. CONTRACTOR shall, at no cost to the LEA, provide reasonable assistance for such examination or audit. The LEA's rights under this section shall also include access to CONTRACTOR's offices for purposes of interviewing CONTRACTOR's employees. If any document or evidence is stored in an electronic form, a hard copy shall be made available to the LEA, unless the LEA agrees to the use of the electronic format.

CONTRACTOR shall obtain from its subcontractors and suppliers written agreements to the requirements of this section and shall provide a copy of such agreements to the LEA upon request by the LEA.

If an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm determines that CONTRACTOR owes the LEA monies as a result of CONTRACTOR's over billing or failure to perform, in whole or in part, any of its obligations under this Master Contract, the LEA shall provide to CONTRACTOR written notice demanding payment from CONTRACTOR and specifying the basis or bases for such demand. Unless CONTRACTOR and the LEA otherwise agree in writing, CONTRACTOR shall pay to the LEA the full amount owed as result of CONTRACTOR's over billing and/or failure to perform, in whole or in part, any of its obligations under this Master Contract, as determined by an inspection, review, or audit by the LEA, a state agency, a federal agency, and/or an independent agency/firm. CONTRACTOR shall make such payment to the LEA within thirty (30) days of receipt of the LEA's written notice demanding payment.

64. RATE SCHEDULE

The rate schedule attached hereto as Exhibit A and incorporated herein by reference, limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Per Diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally. In such cases only, the adjustments in basic education rate shall be based on the required minimum number of minutes per grade level as set forth in Paragraph 23 above and Education Code section 46000 et seq.

Special education and/or related services offered by CONTRACTOR shall be provided by qualified personnel as per State and Federal law, and the codes and charges for such educational and/or related services during the term of this Master Contract, shall be as stated in Exhibit A.

65. DEBARMENT CERTIFICATION

By signing this Agreement, CONTRACTOR certifies that:

(a) CONTRACTOR and any of its shareholders, partners, or executive officers are not presently debarred, suspended, proposed for debarment, or declared ineligible for the award of contracts by any Federal agency, and

(b) Has/have not, within a three-year period preceding this contract, been convicted of or had a civil judgment rendered against them for: commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a Federal, state or local government contract or subcontract; violation of Federal or state antitrust statutes relating to the submission of offers; or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, tax evasion, or receiving stolen property; and are not presently indicted for, or otherwise criminally or civilly charged by a Government entity with, commission of any of these offenses.

The parties hereto have executed this Master Contract by and through their duly authorized agents or representatives. This Master Contract is effective on the 1st day of July 2025 and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provide herein.

CONTRACTOR,

Nonpublic School/Agency

By: _____
Signature Date

_____
Name and Title of Authorized Representative

LEA,

_____

By: 6/13/25
Signature Date

Dr. Jaron Fried, Assistant Superintendent, Ed. Division
Name and Title of Authorized Representative

Notices to CONTRACTOR shall be addressed to:

Name

Nonpublic School/Agency/Related Service Provider

Address

City State Zip

Phone Fax

Email

Notices to LEA shall be addressed to the designees as set forth on Exhibit C

EXHIBIT A: 2025-2026 RATES

CONTRACTOR _____ **CONTRACTOR NUMBER** _____ **2025-2026**
(NONPUBLIC SCHOOL OR AGENCY) (CONTRACT YEAR)

Per CDE Certification, total enrollment may not exceed _____ **If blank, the number shall be as determine by CDE Certification.**

Rate Schedule. This rate schedule limits the number of LEA students that may be enrolled and the maximum dollar amount of the contract. It may also limit the maximum number of students that can be provided specific services. Special education and/or related services offered by CONTRACTOR, and the charges for such educational and/or related services during the term of this contract shall be as follows:

Payment under this contract may not exceed _____
Total LEA enrollment may not exceed _____

	Rate	Period
A. Daily Basic Education Program/Specialized Academic Instruction		
Daily Basic Education Program/Dual Enrollment		

Per diem rates for LEA students whose IEPs authorize less than a full instructional day may be adjusted proportionally.

B. Related Services

(1)	a. Transportation – Round Trip		
	b. Transportation – One Way		
	c. Transportation – Dual Enrollment		
	d. Transportation – Multiple Students		
	e. Public Transportation		
	f. Parent*		
(2)	a. Educational Counseling – Individual		
	b. Educational Counseling – Group of ____		
	c. Counseling – Parent		
(3)	a. Adapted Physical Education – Individual		
	b. Adapted Physical Education – Group of ____		
	c. Adapted Physical Education – Group of ____		
(4)	a. Language and Speech Therapy – Individual		
	b. Language and Speech Therapy – Group of 2		
	c. Language and Speech Therapy – Group of 3		
	d. Language and Speech Therapy – Per diem		
	e. Language and Speech – Consultation Rate		
(5)	a. Additional Classroom Aide – Individual (must be authorized on IEP)		
	b. Additional Instructional Assistant – Group of 2		
	c. Additional Instructional Assistant – Group of 3		
(6)	Intensive Special Education Instruction**		
(7)	a. Occupational Therapy – Individual		
	b. Occupational Therapy – Group of 2		
	c. Occupational Therapy – Group of 3		
	d. Occupational Therapy – Group of 4 - 7		
	e. Occupational Therapy – Consultation Rate		
(8)	Physical Therapy		
(9)	a. Behavior Intervention		
	b. Behavior Intervention – Supervision		
	Provided by: _____		
(10)	Nursing Services		
(12)	Residential Board and Care		
(13)	Residential Mental Health Services		

(14)	Other _____	_____	_____
(15)	Other _____	_____	_____
(16)	Other _____	_____	_____

*Parent transportation reimbursement rates are to be determined by the LEA.
**By credentialed Special Education Teacher.

EXHIBIT B

INDIVIDUAL SERVICES AGREEMENT FOR NONPUBLIC, NONSECTARIAN SCHOOL/AGENCY SERVICES
(Education Code Sections 56365 et seq.)

This agreement is effective on _____ or the date student begins attending a nonpublic school or begins receiving services from a nonpublic agency, if after the date identified, and terminates at 5:00 P.M. on June 30, 2026, unless sooner terminated as provided in the Master Contract and by applicable law.

Local Education Agency (LEA)				**Nonpublic School/Agency**			
Address				**Address**			
City, State Zip				**City, State, Zip**			
LEA Case Manager				**Phone**		**Fax**	
				E-Mail			
Student Last Name		**Student First Name**		**Program Contact Name**			
				Phone		**Fax**	
D.O.B.		**I.D. #**		**E-Mail**			
Grade	**Level**	**Sex**	**( ) M ( ) F**	**Education Schedule – Regular School Year**			
Parent/ Guardian Last Name		**Parent/ Guardian First Name**		**Number of Days**		**Number of Weeks**	
				Education Schedule – Extended School Year			
				Number of Days		**Number of Weeks**	
Address				**Contract Begins**		**Ends**	
City, State, Zip				**Master Contract Approved by the Governing Board on**			
Home Phone		**Business**					

DESIGNATED INSTRUCTION AND SERVICES / RELATED SERVICES:

SERVICES	**PROVIDER**				**Cost and Duration of Session**	**Number of Sessions per wk/mo/yr**	**Maximum Number of Sessions**		**Estimated Maximum Total Cost for Contracted Period**
	LEA	**NPS**	**NPA**	**OTHER** Specify			**Reg School Year**	**ESY**	
A. BASIC EDUCATION Specialized Academic Instruction									
B. RELATED SERVICES									
1. Transportation a. Paid to NPS/A b. Reimburse parent									
2. Counseling a. Group b. Individual c. Family									
3. Adapted P.E.									
4. Speech/Language a. Group b. Individual									
5. Occupational Therapy a. Therapy b. Consultation									

B. RELATED SERVICES (cont'd)	Provider				Cost and Duration of Session	Number of Sessions per wk/mo/yr	Maximum Number of Sessions		Estimated Maximum Total Cost for Contracted Period
	LEA	NPS	NPA	OTHER Specify			Reg School Year	ESY	
6. Physical Therapy a. Therapy b. Consultation									
7. ABA a. Consult b. Direct c. Supervision d. Assessment									
8. One-to-One Aide									
9. Other									
C. Residential Services 1. Board and Care 2. Mental Health Services									
						TOTAL COST			**$**

ESTIMATED MAXIMUM RELATED SERVICES COST $_____

SPECIALIZED EQUIPMENT/SUPPLIES _____ $_____

TOTAL ESTIMATED MAXIMUM BASIC EDUCATION/ RELATED SERVICES COSTS/SPECIALIZED EQUIPMENT/SUPPLIES $ _____

4. Other Provisions/Attachments:

_____

_____

5. Progress Reporting Requirements: _____ Quarterly ___ Monthly ___ Other (Specify _____

MASTER CONTRACT APPROVED BY THE GOVERNING BOARD ON

_____

The parties hereto have executed this Individual Services Agreement by and through their duly authorized agents or representatives as set forth below.

-CONTRACTOR-	-LEA-
(Name of Nonpublic School/Agency)	(Name of LEA)
(Signature) (Date)	(Signature) (Date)
(Name and Title)	(Name of Superintendent or Authorized Designee)

EXHIBIT C: NOTICES

In accordance with Section 8 of the Master Contract all notices to LEA shall be delivered in the manner specified in Section 8 to the following LEA Representatives:

1. For matters regarding the Administration of the Master Contract, Educational Program, Personnel and Health and Safety mandates, including Incident/Accident Reporting in accordance with Section 54, notices to LEA shall be delivered to:
   [Insert Name]
   [Insert Title] (i.e. SELPA Director/Special Education Director)
   [Insert Address]
   [Insert Phone/Fax]
   [Insert E-mail]

2. For matters regarding the Administration of the Master Contract including Insurance, Financial, including Payments, notices to LEA shall be delivered to:
   [Insert Name]
   [Insert Title] (i.e. Chief Business Official/Director of Fiscal Services)
   [Insert Address]
   [Insert Phone/Fax]
   [Insert E-mail]

3. For matters regarding Behavior Interventions in accordance with Section 30 and Student Discipline in accordance with Section 31, notices to LEA shall be delivered to:
   [Insert Name]
   [Insert Title] (i.e. SELPA Director/Special Education Director)
   [Insert Address]
   [Insert Phone/Fax]
   [Insert E-mail]

EXHIBIT D

SUPPLEMENT TO SECTION 62 – LEA AND/OR NONPUBLIC SCHOOL CLOSURES AS A RESULT OF AN EMERGENCY ORDER BY THE STATE OR A LOCAL AGENCY

LEA and CONTRACTOR agree that in-person instruction shall be conducted unless there is a school closure as a result of an emergency order issued by the State or a local agency such as the California Department of Education ("CDE"), California Department of Public Health ("CDPH"), or Orange County Health Care Agency ("OCHCA").

In the event a LEA student requests that CONTRACTOR provide virtual instruction, CONTRACTOR shall notify LEA and coordinate with LEA to convene an IEP team meeting to discuss placement and service options for student.

In the event the State or a local agency mandate a return to distance learning/remote instruction/virtual instruction during the 2025-2026 school year, LEA and CONTRACTOR agree that any change from in-person instruction for LEA students **shall be agreed to in writing by LEA and CONTRACTOR**.

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June, 2025, 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 30, 2025 through June 30, 2026.

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 one hundred and twenty thousand and one hundred twenty-five Dollars ($120,125) 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
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fired_ja@auhsd.us

Contractor
Awareness in Motion LLC
Attn: David Yuan
133 Roast Meat Hill Rd
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: 6/13/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Awareness in Motion LLC

Date: 5/15/25

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:

For the past eight years, Sarah Suatoni and David Yuan have partnered closely with AUHSD to support the district's evolution into a national model for innovative, equity-centered, and whole-child education. As collaborators, we've worked across levels of the system to support AUHSD's goals around staff and student engagement, staff sustainability, relational capital, and culture transformation.

Through a combination of 1:1 executive coaching, team development, staff retreats, programmatic leadership development, and strategic consulting, we've supported leaders and their teams in building the leadership capacity needed to implement initiatives such as the Career Preparedness Systems Framework (CPSF), the 5Cs, Rise, New School Design, and the broader shift toward becoming a learning organization. In doing so, we've built deep relational trust and a working fluency in AUHSD's core values and operating context — while gaining a systems-level perspective on what it takes to sustain transformational change across diverse school sites.

This proposal is an extension of that journey — synthesizing the insights, data, and patterns we've observed over time to offer a coordinated, responsive strategy aligned with AUHSD's current needs. It is also an opportunity to anchor this leadership development work in helping school leaders prepare for the revised California Standards for the Teaching Profession (CSTPs), ensuring that AUHSD's leaders are not only reflective and resilient but also aligned with statewide expectations for instructional and relational excellence.

From diagnostics to retreats, coaching, and cross-consultant coherence, this plan is designed to deepen alignment, foster sustainability, and amplify the capacity of AUHSD's leaders to navigate complexity and innovation with purpose, confidence, and unity.

System-Level Diagnostic Assessment

To better align support with AUHSD's evolving needs, AIM conducts a comprehensive diagnostic process.. This ongoing assessment helps to surface key system-level challenges, leadership capacities, and site-specific conditions affecting school transformation. Through data analysis, focus groups, surveys, and interviews, we aim to identify patterns, opportunities, and leverage points that inform strategic alignment across the district.

Outcomes:

- **Clear Landscape Analysis**: Identify cross-cutting themes, gaps, and strengths at the district, site, and leadership levels.
- **Strategic Alignment**: Map challenges and goals to AUHSD's core values and vision to ensure coherence across initiatives.
- **Leadership Insights**: Understand the lived experience, needs, and readiness of school leaders to inform tailored supports.
- **Equity-Centered Planning**: Highlight disparities and site-specific conditions to guide targeted resource allocation.

- **Informed Decision-Making**: Provide actionable insights to help district leaders and consultants align efforts for maximum impact.

Courageous Leadership Retreat for Principals

In a time when educational leaders are called to navigate unprecedented complexity with clarity, compassion, and resilience, the Courageous Leadership retreats offer a vital pause — a space for school leaders to reconnect with their purpose, restore their well-being, and realign with the deeper values that guide their work. These immersive retreats bring AUHSD leaders together to cultivate emotional sustainability, strengthen relational trust, and develop the inner capacities required to lead systemic transformation — from a place of wholeness, not depletion. The first half of this retreat will focus on the 'I'. We will restore, heal, relate, and connect. The second half of the retreat will focus on bringing the insights and learning back into the AUHSD schools in actionable and sustainable ways that support the well-being and functioning of the teachers and students in the building.

Core Outcomes:

- **Cultivate Emotionally Healthy, Future-Ready Leaders**
    - Increase leader capacity to manage stress, trauma, and emotional fatigue through embodied practices that promote nervous system regulation and inner calm.
    - Equip leaders with lifelong tools for self-care, mental health, and sustainability — decreasing burnout and enhancing long-term retention.
- **Strengthen Alignment to AUHSD's Core Values**
    - Deepen authentic connection to AUHSD's mission of equity, civic engagement, and innovation by grounding leadership in purpose, values, and vision.
    - Increase leaders' ability to embody and model district priorities, enhancing fidelity to initiatives across school sites.
- **Foster Reflective, Purpose-Driven Leadership**
    - Create space for leaders to reconnect with their "why" — reflecting on life experience, identity, and values to clarify direction and deepen impact.
    - Improve self-awareness and decision-making by aligning head, heart, and action in real time.
- **Increase Reliance, Creativity, and Wellness within the Leadership Community**
    - Strengthen mindset agility and the ability to lead effectively through uncertainty, conflict, and complexity with courage and compassion.
    - Transform limiting patterns into generative leadership strategies that drive innovation and equity-centered school transformation.
- **Amplify System-Wide Impact Through Healing and Belonging**
    - Shift school culture through leaders who are healing-centered, grounded, and connected, creating ripple effects on morale, climate, and student well-being.
    - Empower leaders to cultivate environments of belonging, creativity, and joy, ensuring students and staff thrive.
- **Identity Next Steps Needed to Sustain the Learning**
    - Help leaders identify and take responsibility for bringing this learning back into their way of operating throughout the year and into their school communities. Together, we will design follow-up initiatives that the AIM team will support.

Executive Coaching and Team Coaching for Individual Sites

Our coaching serves as a bridge between insight and sustained transformation, bringing the work back to school sites in a personalized, strategic, and actionable way. Our coaching model deepens the reflective leadership practices and supports school leaders and their teams in applying them to their unique contexts. Through customized 1:1 and team-based coaching, we partner with school leaders to accelerate site-specific transformation, cultivate resilient leadership, and align their daily actions with AUHSD's vision for innovation and whole-community well-being.

Core Outcomes:

- **Strategic Diagnostic & Alignment**
  - Conduct site-based assessments to understand current realities, challenges, and leadership goals.
  - Identify areas for growth in culture, initiative fidelity, and leadership sustainability, with a focus on aligning to AUHSD's mission and metrics.
- **Individualized Leadership Growth & Sustainability**
  - Offer individualized support for navigating complexity and high-stakes decisions, reducing burnout, developing emotional resilience, and restoring balance — ensuring leaders remain grounded and mission-aligned.
  - Support school leaders in developing a clear leadership identity grounded in purpose and integrity — leading to increased confidence, coherence, and impact.
  - Foster habits of self-reflection, well-being, and sustainable self-care, ensuring long-term leadership effectiveness and retention.
- **Change Leadership & Innovation**
  - Guide teams through the implementation of new initiatives, ensuring that bold visions translate into actionable, measurable plans.
  - Transform challenges into opportunities for growth through adaptive leadership strategies and systems thinking.
  - Equip teams with tools to navigate conflict, overcome stuck points, and develop innovative leadership practices with shared commitments and accountability.
- **High-Impact School Culture & Collaboration**
  - Strengthen team dynamics, build collective efficacy, and enhance collaboration across departments and roles.
  - Support leaders in cultivating inclusive, student-centered cultures that promote trust, psychological safety, and high expectations for all learners.
  - Develop site-specific expertise in team-building, staff development, and culture transformation that drives lasting change.
  - Support staff on the leadership skills and communication tools needed to implement the new school design

Consulting Integration Initiative: Building Coherence Across AUHSD Innovation Efforts

- **Unified Framework:** Establish core principles and shared outcomes to anchor all consultant-led and site-based initiatives under a common vision.
- **Shared Language & Norms:** Develop consistent tools, practices, and vocabulary across consultants to enhance coherence and communication district-wide.
- **Cross-Site Alignment:** Support principals and leaders in connecting overlapping initiatives, improving fidelity and clarity at the site level.
- **Collaborative Innovation:** Foster co-creation between consultants to scale effective practices.

Principal and Director Team Building Workshop Series

This initiative is designed to cultivate a unified, high-performing leadership team rooted in trust, connection, and shared purpose. Through a series of interactive workshops, we support Principals and Directors in strengthening the human infrastructure that drives AUHSD's bold vision for education.

Core Outcomes:

- **Strengthen Fidelity to AUHSD's Mission**
  Align leadership relationships and practices to the district's long-term strategic vision, ensuring enduring coherence, innovation, and shared ownership across all sites.
- **Identity Next Steps Needed to Sustain the Learning**
  Help leaders identify and take responsibility for bringing this learning back into their way of **operating throughout the year and into the school communities that they support.**
- **Foster a Culture of Psychological Safety**
  Equip site and district leaders with actionable strategies to build and sustain a culture of openness, candor, and mutual respect — the foundation of innovative, equity-centered leadership.
- **Transform Conflict into Cohesion**
  Provide tools for skillfully navigating disagreement, surfacing tensions, and turning conflict into a catalyst for growth, alignment, and collaboration.
- **Deepen Trust and Strategic Connection**
  Develop shared norms and relational practices that strengthen connection, cohesion, and collective efficacy across leadership roles.
- **Build Relational Capital as Strategic Currency**
  Advance each leader's fluency in leveraging relationships to build trust, secure buy-in, and galvanize staff toward shared district goals — maximizing the Return on Interaction (ROI) at every level of the system.

Total: $105,125

Cambridge Virtual Academy Student Leadership Academy

This innovative leadership and arts-based program cultivates the inner life of students as a foundation for outer leadership. Through expressive arts, students explore identity, emotional intelligence, and personal agency — essential capacities for thriving in today's complex world.

Students engage in a multi-modal creative process using writing, illustration, visual art, music, dance/movement, and storytelling. The curriculum centers on the themes of self-awareness, well-being, and purpose, helping students make meaning of their experiences and express who they are becoming as leaders. Each student will develop a signature expressive project, "The Ecosystem of Self," which guides them to:

- Reflect on identity, values, and voice
- Explore wellness, self-care, and mindset
- Understand feelings and needs, stress responses, and healthy coping strategies
- Work with concepts like the inner critic, the kind inner witness, and conscious communication
  Share their narrative with peers and community in a culminating **gallery showcase** at CVA

This work builds key competencies aligned with AUHSD's commitment to civic and personal development, including self-expression, empathy, resilience, and community connection.

Total: $15,000
(Being paid out of CVA multiplier funds)

ANAHEIM UNION HIGH SCHOOL DISTRICT

INDEPENDENT CONTRACTOR SERVICES AGREEMENT

This Independent Contractor Services Agreement ("Agreement") is made as of the 12th day of June, 2025, between the Anaheim Union High School District ("District") and Brazer Education Consulting 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 July 1, 2025 through June 30, 2026.

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 one hundred thousand Dollars ($100,000) 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 ☐ No X For interaction with students, Sexual Abuse/Molestation coverage must be included under General Liability or obtained in a separate policy and identified under "Other" coverage of Certificate of Insurance or by indicating in Description of Operations/Special Provisions that Sexual Abuse/Molestation coverage is not excluded and provide policy exclusion pages. If Sexual Abuse/Molestation coverage is added by Endorsement to the General Liability policy, Contractor must provide proof of Endorsement. Such coverage shall be in an amount of not less than $1,000,000 per occurrence; $2,000,000 general aggregate.

10.1.3 Workers' Compensation/Employers Liability Insurance. A program of Workers' Compensation insurance or a state-approved, self-insurance program in an amount and form to meet all applicable requirements of the Labor Code of the State of California, including Employer's Liability with $250,000 limits covering all persons including volunteers providing services on behalf of the Contractor and all risks to such persons under this contract.

If Contractor has no employees, it may certify or warrant to the District that it does not currently have any employees or individuals who are defined as "employees" under the Labor Code and the requirement for Workers' Compensation coverage will be waived by the District's Director of Risk Management.

10.1.4 Automobile Liability Insurance. Primary insurance coverage shall be written on ISO Business Auto coverage form for all owned, hired and non-owned automobiles or symbol 1 (any auto). The policy shall have a combined single limit of not less than one million dollars ($1,000,000) for bodily injury and property damage, per occurrence.

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

If the Contractor is transporting one or more non-employee passengers in performance of contract services, the automobile liability policy shall have a combined single limit of two million dollars ($2,000,000) for bodily injury and property damage per occurrence.

10.1.5 Umbrella Liability Insurance. An umbrella (over primary) or excess policy may be used to comply with limits or other primary coverage requirements. When used, the umbrella policy shall apply to bodily injury/property damage, personal injury/advertising injury and shall include a "dropdown" provision providing primary coverage for any liability not covered by the primary policy. The coverage shall also apply to automobile liability.

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

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

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

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

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

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

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

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

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

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

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

10.2.5 All policies shall be written on an occurrence form.

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

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

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

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

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

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

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

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

convicted of a felony, as defined in Education Code section 45122.1.

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

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

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

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

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

District
Anaheim Union High School District
Attn: Dr. Jaron Fried
Copy:
501 N. Crescent Way
Anaheim, CA 92801
Phone: 714-999-3557
Email: fried_ja@auhsd.us

Contractor
Brazer Education Consulting, LLC.
Attn: S. David Brazer
840 5th Street
Petaluma, CA 94952
Phone: 240-602-2330
Email: dbrazer1210@gmail.com

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

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

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

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

25. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired, or invalidated in any way.

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

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

Anaheim Union High School District

Date: 6/13/25

By: _____

Print Name: Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Brazer Education Consulting LLC

Date: May 12, 2025

By: _____

Print Name: S. David Brazer

Title: General Partner and Principal Consultant

EXHIBIT A

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

Contractor shall:
Provide assistance and coaching to Anaheim High School, Cypress High School, and Sycamore Junior High school. Similar to work recently completed with Orangeview Junior High School and Western High School, Brazer Education Consulting shall provide the following in support of school teams:

- Collaborative planning for all meetings and professional learning sessions related to school redesign
- Outlines and slide decks for retreats and full-day pullout meetings for redesign teams
- Additional materials such as templates, note-taking aides, articles, and other resources
- Connections to outside schools and organizations that provide inspiration and insight in the redesign process
- Action research support as needed, including instrument design and data analysis
- Coaching for principals and members of the redesign teams; a minimum of bi-weekly meetings with principals is expected
- Informal, on-demand communications via e-mail, video conference, and telephone; Brazer Education Consulting is on-call at all times
- Facilitation of public meetings as requested by school leadership
- Maintaining communications with Dr. Fried and other district office administrators as needed

Contractor qualifications:
S. David Brazer, Ph.D. is an educator with over 40 years of experience as a secondary school classroom teacher, assistant principal, principal, university professor of education leadership, and independent consultant. His combined practical and research experience in secondary schools makes him uniquely qualified to facilitate ambitious redesign efforts that bring schools closer to the AUHSD vision, mission, and core values and the ideals articulated in the Career Preparedness Systems Framework. Brazer is the author of numerous peer-reviewed articles and four scholarly books. His co-authorship with Superintendent Matsuda of *Educating for Purposeful Life* (2023, Harvard Education Press) provides a deep understanding of the context, aspirations, and challenges of the school district. His multiple projects within AUHSD have fostered trust based on Brazer's reliability and follow-through. In addition to AUHSD, Brazer has provided leadership development consulting services in the Appoquinimink (DE) School District, Fairfax County (VA) Public Schools, the Shaker Heights (OH) City School District, and the California Collaborative for Educational Excellence.

Brazer coordinates a team of equally qualified education scholars who have worked for decades at the intersection of research and practice. He partners closely on redesign with Barnett Berry, Ph.D. Berry will continue his work on teacher learning and leadership as part of the redesign process. A renowned scholar and consultant, Berry has a sterling track record assisting AUHSD and telling the AUHSD story over the past several years.

Service recipients:
The direct recipients are the schools named above; their students, parents, teachers and staff. The district as a whole is served by the growing momentum of redesign focused on graduating students who are life-ready.

GROUNDSWELL | We shape tomorrow.

MEMORANDUM OF UNDERSTANDING

This document represents an agreement between, ***Anaheim Union High School District, 501 N. Crescent Way, Anaheim CA 92803 PO Box 3520*** and the Groundswell to work together in the 2025-2026 school year for purposes of establishing a comprehensive school culture and school climate program(s).

Groundswell agrees to provide services which can include but are not limited to: The BRIDGES Safe and Respectful Schools Program and the Restorative Schools Program for selected schools in the AUHSD.

The total cost for the above outlined program for the 2025-2026 academic year is $427,000, this full fee is due March 15, 2026. At that time a portion of the work will be completed**. AUHSD understands that it and/or the individual schools where the program is implemented will also be responsible for any transportation, food or substitute teacher costs that the program may require.**

After the program fee has been paid to Groundswell, teachers at participating BRIDGES Program schools that have met their contractual responsibilities as "BRIDGES Site Coordinators," will be paid a sum of $1,000.00 or two $500.00 teacher stipends by Groundswell.

Signed _____, Title Assistant Superintendent, Ed. Division, Date 6/13/25.

Name (Printed): Dr. Jaron Fried



Signed , Groundswell Consultant, Date: May 7th, 2025

Gagandeep Kaur Mann-Saechao, Director of Youth & Education Programs

GROUNDSWELL | We shape tomorrow.

MEMORANDUM OF UNDERSTANDING

SCOPE OF SERVICES

Scope of services for the BRIDGES Safe & Respectful Schools Program and the Restorative Schools Program are outlined in the proposal as an additional document titled "2025-2026 AUHSD Proposal".

Breakdown of Costs

For the 2025–2026 school year, the BRIDGES Safe and Respectful Schools Program will be implemented at the following school sites: Cypress High School, Lexington Junior High School, Loara High School, Savanna High School, and South Junior High School. Cypress, Loara, Savanna, and South will participate at a cost of $12,500 per school. Lexington Junior High School will participate at a rate of $10,000 due to modified scopes of service. The total for continuing sites is $60,000
Magnolia School will join the BRIDGES Program as a new site, with an implementation cost of $15,000**.**
Total program cost for all sites BRIDGES in 2025–2026: $75,000.

The part-time Restorative Schools Program (2 days on site/week) costs $44,000 per school site. For the 2025-2026 school year, the part-time Restorative Schools Program will be at the following sites: Ball Junior High School, Brookhurst Junior High School, South Junior High School, and Lexington Junior High School.

The full-time Restorative Schools Program (5 days on site/week) costs $88,000 per school site. For the 2025-2026 school year, the full-time Restorative Schools Program will be at the following sites: Gilbert High School.

Multi-tiered Support Restorative Schools Program Serving 7th-12 Grade – 2025–2026 School Year: This Multi-tiered Support Restorative Schools Program will operate with a modified staffing model at the following site(s): Orangeview/Western. At a cost of $88,000, this adjustment reflects scope of services aligned with available staffing. Program implementation will prioritize core restorative practices and targeted student support, with scaled capacity for broader programming typically offered under the recommended full 1.5 FTE model.

The total cost for the Restorative Schools Program for the 2024-2025 school year is $352,000

GRAND TOTAL COST: $427,000

UNIVERSITY OF CALIFORNIA COMPASS

Statement of Work
UC COMPASS School Subscriber

1111 Franklin Street, 9th floor Oakland, CA 94607

This Statement of Work ("SOW") is issued pursuant to the terms and conditions of the Terms of Service and Privacy Policy ("Agreement") dated **July 1st, 2025,** between **Anaheim Union High School District** ("Subscriber") and the **University of California** ("UC"), collectively referred to as the "PARTIES".

Unless explicitly stated otherwise in this SOW, any capitalized terms shall have the meaning given to them in the SOW. If there are any conflicts between the provisions of this SOW and the Agreement, the terms of this SOW shall control with respect to the subject matter of this SOW. Any provisions of the Agreement not amended by this SOW shall remain in full force and effect. References to the "SOW" shall mean the Agreement and this SOW together.

1. Description of Services

   University provides secured technologies and web services for subscribers to manually transfer and UC to accept personal demographic, academic, and other confidential individual record level data necessary to conduct the evaluation by UC COMPASS[1]. Through UC COMPASS, UC evaluates data as a service for participating California public schools and districts to determine student progress toward meeting the eligibility requirements for the California's public systems of higher education. UC will implement a cloud-based data warehouse and visualization solution with data provided by SUBSCRIBER, that they, their designees, and other authorized parties can securely access. UC will provide annual regional training and referrals to implementation support services as requested. UC will provide professional services hours as detailed below.

2. Fees, Expenses, and Invoicing
   The Fee Schedule is set forth in Table 1 below. UC will notify SUBSCRIBER if circumstances arise that would result in additional fees before commencing such work.

   SUBSCRIBER agrees to prepay for the products and services listed in table 1, below. UC will invoice SUBSCRIBER in full once the SOW is signed by both parties.

   UC will complete the implementation and training work on flat fee basis (see Table 1 for costs). SUBSCRIBER understands that the estimate of time is not a guarantee, and that the estimate is based, in part, upon SUBSCRIBER's availability and requirements outlined at commencement of work. If the total fees and costs exceed the estimated amount, UC will request approval in writing from the SUBSCRIBER. Once approved by SUBSCRIBER, the SUBSCRIBER will also be billed for expenses subject to SUBSCRIBER's customary expense policy.

   Upon payment of the annual subscription fee as detailed in Table 1 below, UC will provide the hosting services, web services, and Tableau services needed for SUBSCRIBER staff to access UC COMPASS secured webpage, that include reports, for the length of the subscription period. UC reserves the right to change the pricing model for subsequent years with a 90-day notice to SUBSCRIBER.

In addition to the work specified below, upon request UC will provide referrals to college preparation program support for your implementation and training needs. Programs may assess a fee for providing these services to help offset the costs to deliver these services. These prices are set independent of the UC COMPASS administration at the UC Office of the President. Schools should inquire with their regional UC COMPASS school engagement representative to learn more about programs available in your area. SUBSCRIBER

[1] ~~See the list of data collected for~~ the UC COMPASS evaluation system for each data system and manual upload tool.

with an active subscription to may submit support requests via email or phone. UC will respond to support requests within one business day.

Schools may also inquire about accessing a direct connection between their school information system and UC Compass. This preferred message can be automated and collect data at the school's preferred frequency. Schools can request this service through their current information system. The University will consider requests but will not accept any additional costs required for establishing these connections. The University also does not endorse vendors passing the costs of developing the connectors to their current school subscribers.

Table 1. Deliverables and Pricing

Fee	Cost
UCI-OCDE Partnership	No Charge

3. Subscriber Uses and Acknowledgement
   SUBSCRIBER acknowledges and agrees that UC owns and operates https://compass.ucop.edu/index.html , its website, the results of the UC COMPASS evaluations, and all rights and privileges thereto, and that it will not infringe on any intellectual property rights owned by UC.

   Schools are permitted to use data provided by the University to institute and assess new and innovative practices to ensure more students are on track to satisfying the "a-g" requirements. The data from UC COMPASS is used to provide schools and districts support from University programs, research, and its public service mission focused partners.

4. Assumptions and UC Authorized Access
   The following assumptions were taken into account when preparing the SOW and estimate of hours. If any of them turn out not to be accurate, the schedule and/or budget may be affected. UC will work with SUBSCRIBER to resolve any issues as they occur.

   a. SUBSCRIBER agrees to use tes@ucop.edu for support requests.
   b. SUBSCRIBER agrees to provide requisite information for UC to meet Table 1 Deliverables in a timely fashion.
   c. SUBSCRIBER users will log in with email address and their password provided by UC to view reports.
   d. SUBSCRIBER will access UC COMPASS Data Warehouse securely using VPN software provided by UC.

5. Warranties/Indemnification
   The University hereby represents and warrants that (a) it will perform the services in a professional and workmanlike manner, and (b) it will only use the Educational Records in accordance with the terms of this Agreement.

   Except as expressly set forth in the agreement, the services, reports, and anything provided in connection with this agreement are provided “as-is”, without any warranties of any kind. The University hereby disclaims all warranties, express or implied, relating to the subject matter hereunder, including without limitation all implied warranties of merchantability, fitness for a particular purpose title and non-infringement.

Accepted and agreed to: Anaheim Union High School District	
Signed:	
Printed:	Dr. Jaron Fried
Title:	Assistant Superintendent, Ed. Division
Date:	6/13/25

Accepted and agreed to: University of California	
Signed:	DocuSigned by: Richard L. Greene FB2E06D7C2F0467...
Printed:	Richard Greene
Title:	Local Procurement Manager
Date:	1/1/2025

The Family Educational Rights and Privacy Act (FERPA)

This Statement of Rights and Responsibilities derives from and is intended to be consistent with the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99), as well as California Education Code Section 49062 et seq. FERPA is a federal law that protects the privacy of student education records. FERPA applies to all K-12 schools and institutions of higher education that receive funds under an applicable program of the U.S. Department of Education. The California Education Code applies to K-12 schools in California, and similarly protects the privacy of student education records.

FERPA Part 99.31 allows schools to share data collected for this service provided by the University, without prior consent, when the following conditions apply:

> (6)(i) The disclosure is to organizations conducting studies for, or on behalf of, educational agencies or institutions to:
> (A) Develop, validate, or administer predictive tests;
> (B) Administer student aid programs; or
> (C) Improve instruction.

The California Education Code permits disclosures for research purposes under the same circumstances. (California Education Code Section 49076 (a)(2)(E)).

Terms of Service Agreement

1. **Acknowledgement and consent**
   As the representative authorized to procure services for your educational institution(s), you are agreeing to receive no less than 24 months of services as described by the University of California in the Statement of Work ("SOW"), a separate document signed by the authorized party for the school and the University. The date of services shall be marked by either a signed document or electronic request and acknowledgement for services. By acknowledging your approved request to receive services, you are aware that the University accepts the personal demographic, academic, and identifiable data necessary to conduct the evaluation by the University of California's UC COMPASS[1]. The University evaluates data as a service for participating public schools within California to determine student progress toward meeting the minimum admission requirements of California's public systems of higher education. Schools are permitted to use data provided by the University to institute and assess new and innovative practices to ensure more students are on track to satisfy the "a-g" requirements. The data from UC COMPASS are used to provide schools and districts with support from University programs, research and public service mission– focused partners.

2. **The purpose of UC COMPASS data collection, evaluation and outcomes reports**
   University access to records of research is critical for policyanalysis and oversight purposes. Examples of how the University may use such records include, but are not

[1] See the list of data collected for the UC COMPASS evaluation system for each data system and manual upload tool.

limited to, responding to audits, establishing that past use of University or research sponsor funds was appropriate, responding to government demands or subpoenas, defending research findings, and facilitating research misconduct proceedings.

The collection and generation of data and tangible research materials are integral parts of any research project. Accurate and appropriately recorded research data, and the creation and retention of tangible research materials, enable scholars to report, replicate and refute research findings, which ultimately advances the research enterprise. As per this document, the evaluation results produced through UC COMPASS are defined as research data, and the outputs of the service, including reports or other tangible items, including the outcomes of such data, are considered research data and materials. At the subscriber's request, the University is prepared to furnish the basic guidelines taken to ensure that Research Data, as defined below, are appropriately documented, maintained, retained for a reasonable time and accessible to the University for review and use.

a. "Research Data" are recorded information reflecting original observations and methods related to a research study, and documentation of such data needed to reconstruct and evaluate reported results of the study, regardless of the form or medium on which it may be recorded, that is produced: (i) within a University researcher's course and scope of employment; (ii) using University research facilities or other research resources; or (iii) using funds provided by or through the University. Such data include, but are not limited to, computer software, databases and data of a scientific or technical nature, such as laboratory notebooks, field notes, electronic storage media, and printouts. Research Data also include Tangible Research Material, as defined below. Research Data do not include administrative records incidental to award administration such as financial records, contracts, and grant records, etc. While such administrative records generated by University researchers are not included in the definition of Research Data under these Guidelines, they are the property of the University and may be subject to terms and conditions of individual sponsored projects, federal and state regulations, and University retention and disposition requirements.[2]

b. "Tangible Research Material" is a tangible item produced or collected in the course of research: (i) within a University researcher's course and scope of employment; (ii) using University research facilities or other research resources; or (iii) using funds provided by or through the University.

c. The University may use data collected from schools to populate the admissions application for the University. Students will have the option to opt in to this automatic population process prior to their data being populated into their in-process application.

[2] Other research data may be obtained through material transfer agreements, license agreements or other means. Such other research data that are not produced or collected by the University may be subject to third-party provider obligations and should be handled in accordance with contractual commitments.

3. **Data Retention**

As a research agent of the state, the University retains information collected and UC COMPASS outcomes to support research and evaluation to identify trends in student academic performance. Both the University and other local education agencies have responsibilities concerning access to, use of and maintenance of student data used as research data and research materials. These obligations are not new and are not unique to the University; they arise from express provisions in awards and agreements with federal and other research sponsors, overarching regulatory requirements relating to funded research and fundamental precepts of research integrity.

In general, principal investigators should retain all Research Data for as long as possible, but not less than a minimum of six years after final reporting, publication, completion, or abandonment of the project, unless a longer retention period is indicated by the funding source or other relevant agreement.[4]

4. **Ownership and Use of Research Data**

Research Data are the property of University of California Office of the President.[5] Any research principal investigator, or authorized entity in contract with the University to conduct such research or programs, shall retain original Research Data on behalf of the University. The principal investigator is responsible for ensuring that Research Data, whether generated by the principal investigator or the principal investigator's research team, are recorded, stored, and used in accordance with the generally accepted standards of his or her respective discipline and any requirements of applicable federal or state law or regulations, University policies and guidelines, and University contractual commitments.[6] The principal investigator should consult the appropriate campus or University administrative office regarding the use and stewardship of Research Data that may be subject to applicable export control regulations, laws and regulations protecting the rights and privacy of human subjects, including, but not limited to, the Health Insurance Portability and Accountability Act of 1996 (HIPAA) or other applicable laws and regulations.

Data in its raw form, prior to being uploaded into the University's UC COMPASS file loader or having been queried or altered by the University's systems or intellectual property, are the property of the school or district, as defined by their local policies. Once data has been accepted into a UC COMPASS file transfer format and verified for submission to evaluate the

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[3] Contract and Grant Manual, Chapter 17-310: Records Disposition Schedules for Contract and Grant Documents; Administrative Records Relating to Research: Retention Requirements (last updated June 2010).

[4] University of California Regulation No. 4 (APM-020) provides that original records of the research are the property of the University. ("Original records" may include tangible records of research, such as biological materials, chemical compounds, plants, etc.). California Labor Code § 2860 provides that everything that an employee acquires by virtue of his/her employment (except compensation) belongs to the employer whether acquired during or after the term of employment.

[5] Contract and Grant Manual, Chapter 10-330: Principal Investigators.

file and its data contents, such data will become the property of the University and will be subject to the following conditions:

a. The user will use the student UC COMPASS evaluation results, provided by the University, only to support and conduct administrative activities, academic advising and counseling, and other intervention strategies intended to improve student progress toward satisfying minimum admission requirements for the California State University (CSU) and University of California systems of higher education.
b. The data derived from the UC COMPASS evaluations shall not be used for any purposes that generate revenue from the user or any other party without the express written consent of the University of California.

5. Data Sharing

The University of California supports the sharing of Research Data to advance public knowledge. In the interest of advancing knowledge, the University expects principal investigators to release and share final Research Data, particularly that which is described in a publication, for use by other investigators and researchers in a timely manner, consistent with the practices of the discipline involved. Further, such release and sharing shall be in accordance with existing University policies and guidelines, including those related to intellectual property, sponsor requirements, and applicable laws and regulations, such as laws relating to protecting the rights and privacy of human subjects. The National Institute of Health policies on data sharing and sharing of biomedical research resources (http://grants.nih.gov/grants/policy/data_sharing/) and the National Science Foundation *Policy on Dissemination and Sharing of Research Results* (http://www.nsf.gov/bfa/dias/policy/dmp.jsp) are models that investigators may find useful when planning for the sharing of Research Data. In all instances, principal investigators should consult relevant award and/or agreement terms to determine whether Research Data are subject to any special handling, use or restriction terms.

6. Subscriber Responsibilities and Rights

By subscribing to this service and providing authorized access to your designee and those further provided access based on your or designees' discretion, you agree to hold the data in strict confidence. The user agrees NOT to release data to any other unauthorized person or organization.

The user shall retain data furnished by the school/district and the University in a place physically secure from access by unauthorized persons. Data in electronic format – including, but not limited to, hard drives, CDs, or diskettes– shall be stored and processed in such a way that unauthorized persons cannot retrieve the data by means of computer, remote terminal or other means. The user agrees that any computer on which the data reside will be password-protected at all times.

No individual, school and/or district shall be identifiable in any reports, publications or other documents that are created by the user with the use of the data, unless at the specific request of the individual(s) authorized to make a request of this report, which must accompany a signed and notarized letter acknowledging such a request. Results for groups of individuals, schools and/or districts will only be reported when the number (i.e., the "cell size") is ten (10) or greater and in such a manner that results for groups of less than ten (10) cannot be easily calculated from other reported data.

The user shall adhere to all federal, state, and local statutes, regulations and other requirements pertaining to the security, confidentiality and privacy of data including, but not limited to, the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99).

7. University Responsibility and Rights

a. The Parties intend for the Agreement to be compliant with FERPA and California Education Code without parent consent;
b. All pupil identifiable information contained in the records shared with the University of California will be kept confidential and will be used for the purpose of improving the District's programs, instruction and academic advising;
c. Anyone who is provided with access to personally identifiable student education records will be advised of the confidentiality requirements and limitations of use of this Agreement and agree to abide by them;
d. All student education records and pupil identifiable information contained in those records remain the sole property of the District;
e. All algorithms, programs, and software used in the UC COMPASS program, as well as research or analytical materials created by the University, remain the property of the University of California.
At the conclusion of the Agreement or at the District's request, all personally identifiable student education records shared under this Agreement shall be destroyed or returned to the District.

8. Fees and Payment

Certain services carry subscription fees ("Subscription Fees"). Subscription Fees will be due on an annual basis (the "Subscription Term"). Before the beginning of each Subscription Term during the term of this Agreement, the University will invoice you (or, if you've provided a credit card number through Account Administration, will bill that credit card) for the applicable Subscription Fees due for the following Subscription Term. Invoices for Subscription Fees must be paid by the beginning of the Subscription Term or within thirty (30) days after your receipt thereof, whichever is later. Any special arrangements regarding payment will be reflected in a Statement of Work or similar document.

Unless otherwise agreed by you and the University in writing, all fees are non- refundable, including without limitation if this Agreement terminates prior to the end of a Subscription Term for which you have pre-paid Subscription Fees. All amounts due hereunder shall be paid in United States dollars within the United States. Conversion of foreign currency to United States dollars shall be made at the conversion rate existing in the United States (as reported in the Wall Street Journal) on the first working day of the calendar month during which the applicable payment is due.

If the payment information you have provided is incorrect or incomplete, or if you are late paying any invoice or the University is otherwise unable to complete a transaction or collect timely payment due to your error or omission, any payment due hereunder that is so delayed shall bear interest at the rate of one percent (1%) per month or the highest rate allowed by applicable law, whichever is less.

9. Term and Termination; Suspension

This Agreement shall remain in full force and effect so long as you use the service in strict accordance with the terms, conditions, and limitations of this Agreement. Either party may terminate this Agreement for any reason or for no reason upon written notice to the other party (email is sufficient). The University may suspend your access to the services and the performance of any services at any time and without notice if the University reasonably believes in its sole discretion that you have breached any of the terms of this Agreement. If the University terminates this Agreement (except in the event of a breach of the Agreement by you), we will refund to you a prorated portion of your fees based on the date of termination.

Upon termination of this Agreement, your right to use and/or access the services directly related to UC COMPASS shall terminate, and the University will cease performance of any of these services. The following provisions shall survive termination of this Agreement: Notwithstanding the foregoing, after termination of this Agreement, you may continue to use UC COMPASS reports that you have downloaded prior to the effective date of termination, solely in accordance with all restrictions herein.

10. Warranties; Warranty Disclaimer

The Family Educational Rights and Privacy Act ("FERPA") and California Education Code Section 49076(a)(1)(A) both generally require that schools get prior written consent from a parent or guardian of a minor student before disclosing any educational records regarding such student ("Educational Records") to third parties. However, education records can be shared with school officials who have a legitimate educational interest. If you are a School, you hereby agree to designate the University (including its employees, contractors, and agents) as an "other school official," under FERPA and/or the California Education Code, who has a "legitimate educational interest" in using and accessing such Educational Records. Further, you hereby represent and warrant that (a) you have obtained all consents necessary in connection with disclosing any Educational Records directly or indirectly to the University, Users or otherwise in connection with the Services, and (b) your disclosures described in (a) are not and will not be a violation of FERPA.

The University hereby represents and warrants that (a) it will perform the services in a professional and workmanlike manner, and (b) it will use the Educational Records only in accordance with the terms of this Agreement.

Except as expressly set forth in the agreement, the services, reports, and anything provided in connection with this agreement are provided "as-is," without any warranties of any kind. The University hereby disclaims all warranties, express or implied, relating to the subject matter hereunder, including without limitation all implied warranties of merchantability, fitness for a particular purpose title and non-infringement.

11. Limitation of Liability

IN NO EVENT WILL THE UNIVERSITY (OR ITS LICENSORS OR SUPPLIERS) BE LIABLE FOR

a. ANY INDIRECT, PUNITIVE, INCIDENTAL, SPECIAL OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR IN ANY WAY CONNECTED WITH THE USE

OF THE SERVICES, PERFORMANCE OF THE SERVICES OR ANYTHING PROVIDED IN CONNECTION WITH THIS AGREEMENT,

b. THE DELAY OR INABILITY TO USETHE SERVICES OR ANYTHING PROVIDED IN CONNECTION WITH THIS AGREEMENT OR OTHERWISE ARISING FROM THIS AGREEMENT, INCLUDING WITHOUT LIMITATION LOSS OR CORRUPTION OF DATA, ERROR OR OMISSION IN THE SERVICES, LOSS OF REVENUE OR ANTICIPATED PROFITS OR LOST BUSINESS OR LOST SALES, AND
c. ANY MATTER BEYOND ITS OR THEIR REASONABLE CONTROL, AND ITS OBLIGATIONS HEREUNDER SHALL BE LIMITED TO THE EXERCISE OF COMMERCIALLY REASONABLE EFFORTS; IN EACH CASE,WHETHER BASED IN CONTRACT, TORT (INCLUDING NEGLIGENCE), STRICT LIABILITY OR OTHERWISE, EVEN IF THE UNIVERSITY HAS BEEN ADVISED OF THE POSSIBILITY OF DAMAGES.

1111 Franklin Street, 9th floor Oakland, CA 94607

Signature Page

This MEMORANDUM OF UNDERSTANDING shall be in effect as of the date first written above and shall remain in effect for twenty-four (24) months from July 1, 2025, through June 30, 2027, or until terminated in writing by either party. However, the obligations of confidentiality set forth herein will continue beyond termination.

AGREED: **Anaheim Union High School District**

Signature

Dr. Jaron Fried

Printed Name

Assistant Superintendent, Ed. Division

Title

6/13/25

Date

AGREED: **THE REGENTS OF THE UNIVERSITY OF CALIFORNIA**

DocuSigned by:
Richard L. Greene
FB2E06D7C2F0467...

Signature

Richard Greene

Printed Name

Local Procurement Manager

Title

1/1/2025

Date

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

Advance Beauty College

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 12th date of June, 2025, by and between Advance Beauty College, 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 1, 2025, and ending April 30, 2028, 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: 6/13/25

AFFILIATE

ADVANCE BEAUTY COLLEGE

(Company Name) Advance Beauty College

By _____

(Signature)

Name (Print) Suzette Manchitti Suzette Christian

Suzette Christian

Vice President Vice President

(Designate Official Capacity) Vice President of Operations

Affiliate's Address: 10121 Westminster Ave.
Garden Grove, CA 92843

10121 Westminster AVE
GARDEN GROVE CA 92843

Affiliate's Phone Number: [redacted] (Surette)
714-530-2131 (Beauty School)

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☐ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

☑ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: 4/24/2025

PARTICIPANT: Kate Lam | PHUONG VU

Signature: Kate Lam/Phuong Vu

Print Name: Suzette Marchetti Suzette Christian

Title: Vice President Vice President

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ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Kate Lam / Advance Beauty College
Name/Company: Phuong Vu / Advance Beauty College
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

Anaheim White House

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 12th date of June 2025, by and between Anaheim White House, 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 1, 2025, and ending April 30, 2028, 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

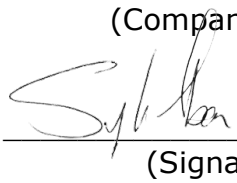
_____

Jaron Fried, Ed.D, Assistant Superintendent, Education

Date: 6/13/25

AFFILIATE

Anaheim White House Restaurant
(Company Name)

By 
(Signature)

Name (Print) Sylvano Ibay

Managing Partner
(Designate Official Capacity)

Affiliate's Address:

887 S. Anaheim Blvd.

Anaheim, CA 92805

Affiliate's Phone Number: 714-772-1381

EXHIBIT "A"

FINGERPRINT AND CRIMINAL BACKGROUND CHECK CERTIFICATION

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the AIME WORK-BASED LEARNING AGREEMENT by and between PARTICIPANT and the DISTRICT for the DISTRICT's Anaheim's Innovative Mentoring Experience ("AIME") Work-Based Learning Program ("Program"):

One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☑ **Option 1: PARTICIPANT Facilitates Background Check** - PARTICIPANT has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all PARTICIPANT's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of PARTICIPANT's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the PARTICIPANT performs the criminal background check, PARTICIPANT shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that none of PARTICIPANT's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

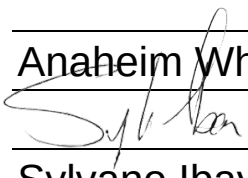
☐ **Option 2: DISTRICT Facilitates Background Check at no cost to PARTICIPANT** - PARTICIPANT may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that PARTICIPANT has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). A complete and accurate list of PARTICIPANT's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto as Attachment "A." No work or action under the Agreement shall commence until the Department of Justice ascertains that PARTICIPANT has not been convicted of a felony as defined in Government Code Section 45122.1.

PARTICIPANT CERTIFICATION

I am a representative of the PARTICIPANT entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the PARTICIPANT. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is PARTICIPANT's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all PARTICIPANT's Personnel throughout the duration of the Agreement. **A list of PARTICIPANT's Personnel is attached hereto as Attachment A.**

Date: _____

PARTICIPANT: Anaheim White House Restaurant

Signature: 

Print Name: Sylvano Ibay

Title: General Manager

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Eduardo Meza

Name/Company: Bryan Peterson

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

Boys and Girls Club of Central Orange Coast

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 12th day of June, 2025, by and between Boys and Girls Club of Central Orange Coast, 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 1, 2025, and ending April 30, 2028, 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: 6/13/25

AFFILIATE

Boys & Girls Clubs of Central Orange Coast
(Company Name)

By _____
(Signature)

Name (Print) Kristle Duran

Chief Operations Officer
(Designate Official Capacity)

Affiliate's Address:

17701 Cowan Ste 110

Irvine, CA 92614

Affiliate's Phone Number: 7145435540 ext. 312

ANAHEIM UNION HIGH SCHOOL DISTRICT
AIME WORK-BASED LEARNING
AGREEMENT FOR AFFILIATION
with

MUZEO

THIS WORK BASED LEARNING AGREEMENT ("Agreement") is entered into this 12th date of June, 2025, by and between MUZEO, 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 1, 2025, and ending April 30, 2028, 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: **6/13/25**

AFFILIATE

Muzeo Museum and Cultural Center

(Company Name) **Muzeo Museum of Cultural Center**

By _____

Kelly Chidester

(Signature)

Name (Print) Kelly Chidester
Kelly Chidester

Executive Director
(Designate Official Capacity)
Executive Director

Affiliate's Address:

241 S. Anaheim Blvd.

Anaheim, CA 92805

Affiliate's Phone Number: (714) 765-6466

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"):

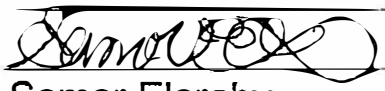
One of the boxes below must be checked with regard to PARTICIPANT and PARTICIPANT's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of PARTICIPANT who will supervise students under the Agreement).

☐ **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:	04/24/25
PARTICIPANT:	Muzeo Museum and Cultural Center
Signature:	
Print Name:	Samar Elaraby
Title:	Operations Coordinator

[REMAINDER OF PAGE INTENTIONALLY BLANK]

ATTACHMENT "A"
PARTICIPANT's Personnel

Name/Company: Samar Elaraby/Muzeo Museum and Cultural Center

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

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Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

END OF CERTIFICATION

Jotform

ADDENDUM #5 - JOTFORM ENTERPRISE

This addendum ("Addendum 5") is entered into by and between Jotform and the party identified in the signature block below ("Customer"). The effective date of this Addendum shall be the date of the last signature hereon.

This Addendum hereby modifies the MASTER SERVICE AGREEMENT, dated February 10, 2022 (the "Agreement") as follows - no changes to the Agreement not explicitly stated herein are being made:

1. Customer hereby agrees to extend the "Term" of the Agreement to June 30, 2026.
2. New Effective Term: July 1, 2025 to June 30, 2026.
3. Service Credit: Seven service credit months will be applied based on Addendum 4, covering the already paid for period from July 1, 2025, to February 10, 2026, in the amount of $2,043.70 per month, or $14,305.90 in total
4. New Jotform Service: Single Sign-On Integration
5. The following renewal costs shall apply to the above-described changes:

Renewal Costs (all amounts in USD$):	
Jotform Enterprise Base Package (includes 5 Permitted Users):	1
Cost of Base Package:	$6000/year
Number of Additional Permitted Users, if any:	9
Cost Per Additional Permitted User:	$948/year
Education Discount (applies only to Permitted User Fees):	30%
Number of Data Only User Bundles (10 users):	4
Cost of Data Only User Bundle:	$3,588/year
Single Sign-On Integration:	$2,490/year
Term:	12 months
Service Credit (7 months):	($14,305.90)
Total Cost:	$12,708.50

ACCEPTED AND AGREED:

Customer: Anaheim Union High School District	Jotform Inc.
Signature Signature *	Signature Tolga Sakman
Date 05/02/2025 *	Date 04/30/2025
Name Dr. Jaron Fried Name *	Name Tolga Sakman
Title Assistant Superintendent, Ed. Division Title *	Title VP of Enterprise Sales

STATEMENT OF WORK #2

THIS STATEMENT OF WORK #2 (this "**SOW**"), effective as of June 12th, 2025 (the "**Effective Date**"), is made by and between Kopius Inc. ("**Kopius**") and Anaheim Union High School District ("**Client**"). Kopius and Client are individually referred to as a "**Party**" and collectively, the "**Parties**".

1. Overview. Client has engaged Kopius for the purpose of providing the Services, as described herein. This SOW shall be governed by the Master Staffing Services Agreement between Client and Kopius, effective December 1st, 2024 (the "**Agreement**"). Capitalized terms used but not otherwise defined herein shall have the meanings given to them in the Agreement.

2. Consulting. For purposes hereof, "**Services**" means that Kopius shall staff a dedicated professional (the "**Resource**") for the purpose of satisfying certain consulting requirements of Client. The Resource shall be a consultant from Kopius', subject to Client review and approval.

Client will serve in a project manager role and shall manage the Resource and be solely responsible for ensuring Client's requirements and deliverables are met. Kopius shall provide administrative and information technology support. Kopius shall not be responsible for the quality of the software development and testing nor shall Kopius be responsible for managing the Resource. The Resource shall work on-demand during normal Client business hours. Client may request a replacement of the Resource at the same level and hourly rate provided the same does not violate applicable law.

Kopius and Client have agreed on the following Resource for this engagement:

Name	Role	Billable Rate
Senior Consultant	Reporting Analyst (Power BI)	$100.00 / Hour

3. Part-Time Performance. The Resource shall be assigned to perform work for Client on a part-time basis as needed. As such, the exact number of hours the Resource is to perform will vary depending on the volume of work Client requests to be completed at a given time. This SOW agrees to a bucket of 200 hours for a six (6) month period of time. Any additional hours beyond the 200 requested will be written in a Change Order and approved by the Client prior to work commencing.

4. Compensation For Services. As compensation, Kopius will be paid monthly at the Resource's hourly rate listed in the table in Section 2. Invoices will be sent to Client monthly. Invoiced amounts shall be based on actual hours worked by the Resource.

5. Points of Contact. Kopius will provide Client emergency contact information in case Client needs to contact Kopius after normal business hours. For the purposes of this engagement, Client's point of contact is:

Name: Erik Greenwood
Phone: (714) 999-3765
Email: greenwood@auhsd.us

Kopius' point of contact is:

Name: Robert Carek
Phone: (214) 930-8720
Email: rcarek@kopiustech.com

6. Assumptions. This SOW is entered into with the following assumptions (as applicable):

- Provide Power BI Consulting Services as needed via the direction of Client PM and Reporting Team.
- On Demand engagement with a 48-hour business day (2-day business day Mon-Fri PST Hours) SLA to respond to request.

- Sufficient access required to perform Services implementation will be provided to the Resource.
- Client personnel required for Kopius' performance of the Services will be made available to the Resource.
- It is the Client's responsibility to provide requirements.
- All rates listed in this SOW are in USD.

7. Term. Upon execution of this SOW by both Parties, Kopius shall initiate scheduling of the Services. Unless terminated earlier by Client providing Kopius with thirty (30) days prior written notice or pursuant to the terms of the Agreement, this SOW will terminate on December 31st, 2025 unless extended via Change Order and approved by the Client prior to work extending.

IN WITNESS THEREOF, the undersigned have caused this SOW to be executed, effective as of the Effective Date. By signing this SOW, Parties agree to the terms and conditions detailed herein:

KOPIUS INC.	**ANAHEIM UNION HIGH SCHOOL DISTRICT**
_____	_____
By	By
_____	Dr. Jaron Fried
Name	Name
_____	Assistant Superintendent, Ed. Division
Title	Title
_____	6/13/25
Date	Date

qualtrics EXPERIENCE MGMT

QUOTE

R-0070704

3/13/2025

Net 59

Start Date 8/10/2025

End Date 8/9/2026

BILL TO

501 N Crescent Way

Anaheim, CA 92801

QUALTRICS, LLC

support+renewals@qualtrics.com
Tax ID: 45-4964116

DESCRIPTIONS

Customer Experience

- CX K-12
- Advanced Features Package
- Vocalize Core : 29,000
- Stats iQ
- Website Feedback
- District Level Access : 29,000
- Advanced Distribution Package
- Developer Tools
- Admin User
- Role Based Dashboards
- Text iQ

Implementations

- Closed-Loop Follow Up

SUBTOTAL **USD 73,500.00**

TOTAL USD 73,500.00

CLASS CHAT RENEWAL AGREEMENT

We look forward to continuing to work with the Anaheim Union High School District and supporting your efforts to improve classroom communication and collaboration.

This quote covers a subscription for *Class Chat Premier* for the early adopter schools noted at an annual cost of $19,248. It also continues the proof of concept program for all schools at no cost for one additional school year (2025-2026). *Class Chat Premier* includes Chat, Intervention, Rewards, Admin Dashboard, and Reports.

If you have questions on this proposal, feel free to contact Emanuel Tafese at your convenience by email at emanuel@classchat.us or Greg Lindner by email at greg@classchat.us or by telephone at 562.225.7731

Thank you for your consideration,

Emanuel Tafese
CEO

Greg Lindner
COO

This agreement covers the period of August 1, 2025, through July 31, 2026. It is based on the most recent CBEDS data as reported to CDE. The total cost for the contracted schools is $19,248.

We encourage the district to use at all remaining schools as proof of concept for one additional year. At the conclusion of the upcoming school year, we are hoping the district will move to a district wide model with a full service license.

With the extended proof of concept program, Class Chat Inc. requests the district assign a trainer at each school and assists in the coordination of the training provided by Class Chat, Inc. This would include coordination of the data transfers via api required to make the system work. **Agreed: _____ (enter yes/no and initial).**

Per school Cost	$ 5.00	per student		
*** as early adopter**	$ 3.00	per student		

Name	Total	Per school	Individual School (yes/no)	Multiple Schools
Anaheim High	**2,734**	$ 8,202.00	yes	$ 8,202.00
Ball Junior High	**844**	$ 4,220.00	no	$ -
Brookhurst Junior High	**774**	$ 3,870.00	no	$ -
Cambridge Virtual Academy	**132**	$ 396.00	yes	$ 396.00
Cypress High	**2,705**	$ 8,115.00	yes	$ 8,115.00
Dale Junior High	**1,034**	$ 5,170.00	no	$ -
Gilbert High (Continuation)	**547**	$ 2,735.00	no	$ -
Hope	**234**	$ 1,170.00	no	$ -
John F. Kennedy High	**2,024**	$ 10,120.00	no	$ -
Katella High	**2,500**	$ 12,500.00	no	$ -
Lexington Junior High	**1,276**	$ 6,380.00	no	$ -
Loara High	**1,565**	$ 7,825.00	no	$ -
Magnolia High	**1,662**	$ 8,310.00	no	$ -
Nonpublic, Nonsectarian Schools	**46**	$ 230.00	no	$ -
Orangeview Junior High	**653**	$ 3,265.00	no	$ -
Oxford Academy	**1,293**	$ 6,465.00	no	$ -
Polaris High	**592**	$ 2,960.00	no	$ -
Savanna High	**1,618**	$ 8,090.00	no	$ -
South Junior High	**1,212**	$ 6,060.00	no	$ -
Sycamore Junior High	**1,238**	$ 6,190.00	no	$ -
Walker Junior High	**845**	$ 2,535.00	yes	$ 2,535.00
Western High	**1,667**	$ 8,335.00	no	$ -
Report Totals				

Name	Total			
Anaheim Union High	**27,195**	$123,143.00		$19,248.00

Enrollment 2023-24

https://dq.cde.ca.gov/dataquest/dqcensus/EnrGrdLevels.aspx?cds=3066431&agglevel=district&year=2023-24

Agreed to by:

Emanuel Tafese Class Chat, CEO Date 05/03/2025 Emanuel Tafese (May 3, 2025 12:11 PDT)	District Representative: Name: Dr. Jaron Fried Role: Assistant Superintendent, Ed. Division Signature: Date 6/13/25

Curriculum Associates, LLC Price Quote - Q-49911

Version: 1
Quote Date: 3/31/2025
Quote Expiration Date: 6/30/2025

This price quote from Curriculum Associates, LLC having an address at 153 Rangeway Road, North Billerica, MA 01862 ("Company") has been prepared for the Customer Name identified as "Customer" below. Customer's use of Ellevation subscriptions shall be subject to the Ellevation Terms and Conditions of Use, which can be found at https://ellevationeducation.com/platform-legal-notices.

Company:	Curriculum Associates, LLC	Customer:	Anaheim Union High School District, CA
Representative:	Aurora Cabrera	Contact Name:	Diana Fujimoto
Email:	aurora.cabrera@ellevationeducation.com	Email:	fujimoto_d@auhsd.us
Phone:	617-307-5755	Phone:	714-999-1620
Address:	153 Rangeway Road, North Billerica, MA 01862	Address:	501 North Crescent Way, Anaheim,CA 92801
Start Date:	7/1/2025	End Date:	6/30/2026

Subscription Fees

Product	Quantity	Unit Price	Total Fees
Ellevation CA	5,000	$15.25	$76,250.00
		Subscription Total:	$76,250.00

Services Fees

Services Total:	$0.00

To place an order - Please submit this quote with your purchase order to your Ellevation Sales Rep at: aurora.cabrera@ellevationeducation.com.

Total Investment - Q-49911

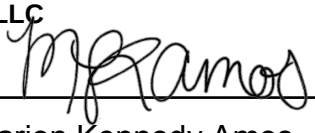
Grand Total:	$76,250.00

Invoicing Schedule: Up Front, In Full Payment Term: Net 30 Contract Term: 12

- Account Number: 4418064408 | Account Name: Curriculum Associates, LLC
- Bank Name: Wells Fargo Bank - San Francisco, CA
- ABA Routing: 121000248
- Tax ID: 26-3954988

To the extent your purchase is subject to sales tax, tax will be applied at final invoicing. If tax exempt, please submit valid exemption certificate with quote in order to avoid processing delays. Exemption certificates can also be submitted to exempt@cainc.com.

Curriculum Associates, LLC

By (Signature): 

Name (Print): Marion Kennedy Amos

Title: CEO Ellevation

Date: May 5, 2025

Anaheim Union High School District, CA

By (Signature):

Name (Print): Dr. Jaron Fried

Title: Assistant Superintendent, Ed. Division

Date: 6/13/25

To place an order - Please submit this quote with your purchase order to your Ellevation Sales Rep at: aurora.cabrera@ellevationeducation.com.

Ellevation® Terms and Conditions of Use

Last updated: February 1, 2023

These Terms and Conditions of Use (the "TOU") apply to the digital products and services offered by Ellevation Education, a business unit of Curriculum Associates, LLC ("Ellevation"), including the Ellevation® Platform, Ellevation Math®, and Ellevation Strategies® (collectively and individually, the "Services"). By using your login to access the Services, you agree, on behalf of your organization, to abide by these TOU. All references to "You" or "you" or "Customer" in these TOU refer to your organization, which has licensed access to the System (as defined below) and/or Services from Ellevation. All authorized users within your organization are expected to comply with these TOU.

License Grant.
During the period of time specified in the applicable price quote agreed to by you and Ellevation (the "Price Quote"), and subject to your compliance with these TOU, Ellevation grants to Customer a limited, worldwide, non-exclusive, non-transferable right to access and use the features and functionality of the System and/or Services identified in the Price Quote for Customer Users (defined below), in the quantity specified on the applicable Price Quote, solely for your internal educational purposes in accordance with the terms and conditions expressed in these TOU. All rights not specifically granted in these TOU are fully reserved by Ellevation. As used in these TOU, "System" means Ellevation's proprietary, Internet-delivered SaaS platform of servers, software and related technology that is owned and operated by Ellevation and furnished to Customer pursuant to the Price Quote.

Restrictions.
Customer will not, and will ensure that Customer Users do not, (a) use the System other than in compliance with these TOU and applicable federal, state, and local laws; (b) frame, distribute, resell, or permit access to the System by any third party; (c) interfere with the System or disrupt any other users' access to the System; (d) attempt to gain unauthorized access to the System, or attempt to discover the underlying source code or structure of the System, or otherwise reverse engineer the System; (f) submit to the System any content or data that is false, misleading, defamatory or threatening; infringing of intellectual property rights; reasonably deemed to involve moral turpitude or that contains mass mailings or any form of "spam"; (g) submit to the System any data or code that contains a time bomb, virus, or any other malware that is designed to delete, disable or otherwise inhibit or harm any element of the System, or which is intended to provide unauthorized access to the System; or (h) use any robot, spider, data scraping or extraction tool or similar mechanism with respect to the System. As used in these TOU, "Customer User(s)" means any of Customer's authorized users of the System, which may include students, teachers, administrators, or other Customer personnel.

Customer must comply with, and ensure that its Customer Users comply with these TOU, as well as ensure that: (a) Customer provides true, accurate, current and complete information to create and maintain accounts; (b) neither Customer nor any Customer User circumvents or otherwise interferes with any user authentication or security mechanism used by Ellevation; (c) Customer Users maintain the confidentiality of their usernames and passwords; (d) neither Customer nor any Customer User will impersonate another user of the System or provide false identity information to gain access to or use the System; and (e) Customer immediately notifies Ellevation of any known or suspected unauthorized access to Customer or Customer User accounts or compromise of account credentials.

Ownership and Rights
Customer retains all right, title and interest in (i) any data, files, images, and other content that Customer or a Customer User uploads or submits to the System pursuant to these TOU; and (ii) any reports produced by Customer in connection with use of the System (collectively, "Customer Content"). "Customer Content" does not include de-identified data, which Ellevation may create using Customer Content on a de-identified basis (a) to develop and improve its products; (b) for the purposes of adaptive and customized learning; (c) for research and development purposes; and (d) to demonstrate the effectiveness of its products. You hereby grant Ellevation a worldwide, royalty-free, perpetual license to use de-identified data for the purposes identified in the preceding sentence.

The Services, including all trademarks, service marks, logos, documents, graphics, content, and/or other materials viewed or obtained from or through the Services (collectively, "Service Materials"), are owned and/or licensed by Ellevation and are protected by copyright and other intellectual property rights. Customer has no rights to transfer, reproduce, or prepare any derivative works with respect to the Services, or to disclose confidential information pertaining to the Services. These TOU do not convey to Customer or any Customer User any right of ownership in or related to the Service or other intellectual property owned by Ellevation.

Customer may, at its option, provide to Ellevation feedback or suggestions for enhancement concerning the System ("Feedback"), and Ellevation will have a perpetual right to use and incorporate Feedback into the System without any compensation or other obligation to Customer. Customer shall not gain any right, title or interest in the System or Ellevation's intellectual property as a result of its furnishing Feedback or Ellevation's use of Feedback.

Data Protection

Privacy Policy. Ellevation takes the protection of Customer Content very seriously. For a full description of Ellevation's data-handling practices, please review Ellevation's Privacy Policy found at https://ellevationeducation.com/platform-privacy-policy, which is incorporated into these TOU. Ellevation reserves the right to modify the Privacy Policy in accordance with the procedure outlined in the Privacy Policy.

Family Educational Rights and Privacy Act. Customers subject to the Family Educational Rights and Privacy Act, 34 C.F.R. §99 et. seq. ("FERPA"), appoint Ellevation a "school official" as that term is used in FERPA, and determine that Ellevation has a "legitimate educational interest" for the purpose of carrying out its responsibilities under these TOU. Ellevation shall be bound by the relevant provisions of FERPA, including that it will remain under the "direct control" of Customer with respect to its use and maintenance of "education records" as that term is defined in FERPA. Ellevation will use personally identifiable student data only in connection with providing services to the Customer and will only share personally identifiable student data with its third-party vendors as necessary to provide services to the Customer.

Parental Consent. If Customer purchases Services available for use by students, if required under applicable state or federal law, Customer will be responsible for obtaining verifiable parent consent prior to making such Services available to its students under the age of 13. Ellevation shall comply with its responsibilities under the Children's Online Privacy Protection Act ("COPPA") and state law.

i-Ready® Customers.

If Customer licenses or pilots i-Ready products or services from Ellevation, then Customer hereby agrees that Ellevation will use data shared by Customer in connection with the provision of i-Ready or generated during the use of i-Ready ("i-Ready Data") and Customer Content as follows:

- *Onboarding.* i-Ready Data used for onboarding, rostering, and authenticating Customer's accounts may be used by Ellevation for onboarding, rostering, and authentication purposes. Likewise, if Customer is or will be piloting i- Ready products, Customer Content may be used by Ellevation for onboarding, rostering, and authentication purposes for the i-Ready pilot.
- *i-Ready Dashboard.* Ellevation will import Customer's i-Ready Assessment results into the reporting dashboard functionality of the Ellevation Platform, unless Customer elects to opt out of such sharing by emailing its success team.
- *Account Support*. i-Ready Data and Customer Content may be shared between Customer's assigned account-management and technical-support teams in support of Customer's use of Ellevation's services.
- *Research with De-identified Data.* i-Ready Data and Customer Content may be combined and de-identified: (i) to develop and improve its products; (ii) for the purposes of adaptive and customized learning; (iii) for research and development purposes; and (iv) to demonstrate the effectiveness of its products.

Data Security. Ellevation deploys security precautions intended to help maintain the confidentiality, integrity, and availability of Customer data stored by Ellevation, including use of firewalls, encryption, authentication technologies and background screenings for all employees who have access to your student data. However, the internet is not perfectly secure, and Ellevation is not responsible for security incidents not reasonably foreseeable or reasonably within its control. Customer specifically shall not provide to Ellevation, or store on the System, the Social Security number, driver's license or state-issued identification card number, financial account number, or credit or debit card number of any Customer student or employee.

Representation and Warranties; Disclaimers

Ellevation represents and warrants that (a) it has the necessary authority to enter into the obligations enumerated in these TOU; (b) it will provide the System and related services in a professional and workmanlike manner and in accordance with the specifications set forth in the Price Quote; and (c) it will comply with all applicable laws.

Customer represents and warrants that (a) it has the necessary authority to enter into the obligations enumerated in these TOU; (b) it has all rights, permissions and consents necessary to submit all Customer Content to the System and to grant Ellevation the rights to use Customer Content as set forth in these TOU; (c) any material uploaded to the System does not contain anything that is defamatory, libelous, infringes upon any third party intellectual property rights, or violates any confidentiality obligations Customer has with a third party; and (d) it will comply with all applicable laws.

Customer acknowledges that, as an internet-delivered software application, the System may experience periods of downtime, including (but not limited to) due to scheduled maintenance and third-party service outages. Accordingly, ELLEVATION DOES NOT WARRANT THAT THE SYSTEM WILL BE ERROR-FREE OR OPERATE WITHOUT INTERRUPTIONS OR DOWNTIME. ELLEVATION MAKES NO REPRESENTATIONS OR WARRANTIES, WHETHER EXPRESS OR IMPLIED, WITH RESPECT TO THE SYSTEM, INCLUDING ITS DOCUMENTATION, THE SYSTEM SOFTWARE, OR ANY DATA OR CONTENT MADE AVAILABLE THROUGH THE SYSTEM. ELLEVATION SPECIFICALLY DISCLAIMS ALL IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE,

NON-INFRINGEMENT, AND ACCURACY.

Termination.
Ellevation may suspend Customer's access to the Services immediately if Customer fails to make a payment more than 30 days following its due date. Customer agrees to use any professional development or training Services prior to termination or expiration of Customer's access to the System. Otherwise, Customer risks losing those Services.

Customer shall have thirty (30) days following the termination or expiration of your access to the System to provide Ellevation with a written request for a one-time, delimited file export of its data from the System via SFTP. Regardless of whether Customer makes such a written request, and except as otherwise provided in these TOU, within ninety (90) days of the termination or expiration of your access, Ellevation will securely destroy any and all of Customer's personally identifiable student data stored in the System, including any such data stored in Ellevation's backup systems.

Indemnification.
To the extent permitted by law, you shall indemnify, defend, and hold harmless Ellevation and its licensors against any claim brought against Ellevation and/or its licensors by a third party that arises from your use of the System and Services. Ellevation agrees to: (a) promptly give you written notice of the claim; (b) give you sole control of the defense and settlement of the claim; and (c) provide you with reasonable assistance, at your expense, with respect to the defense of such claim.

LIMITATION OF LIABILITY.
IN NO EVENT WILL ELLEVATION OR ITS LICENSORS, EMPLOYEES, AGENTS, AFFILIATED AUTHORS, OR CONTRACTORS BE LIABLE FOR ANY INCIDENTAL, CONSEQUENTIAL, SPECIAL, INDIRECT, OR PUNITIVE DAMAGES IN CONNECTION WITH ANY CLAIM OF ANY NATURE, EVEN IF SUCH PARTY HAS BEEN GIVEN ADVANCE NOTICE OF SUCH POSSIBLE DAMAGES. IN ADDITION, ELLEVATION'S AGGREGATE LIABILITY FOR ALL CLAIMS OF ANY NATURE WILL NOT EXCEED THE FEES ACTUALLY PAID BY YOU TO ELLEVATION DURING THE TWELVE (12) MONTHS PRECEDING THE EVENT GIVING RISE TO THE CLAIM.

Choice of Law and Jurisdiction.
These TOU shall be governed by and construed in accordance with the laws of the Commonwealth of Massachusetts, without reference to any conflict of law principles. You hereby submit to the exclusive jurisdiction of the federal and state courts located in the Commonwealth of Massachusetts for any disputes or claims arising out of your use of the Services and/or System, or these TOU.

Use by Federal Government.
The System and Services constitute Commercial Off the Shelf ("COTS") items as that term is defined in the U.S. Government Federal Acquisition Regulations ("FAR"). Government use rights are limited to those minimum rights required by the appropriate provisions of the FAR.

EXHIBIT ZZ

AGREEMENT NUMBER: 10007416

ANAHEIM UNION HIGH SCHOOL DISTRICT
INTERNET ACCESS AGREEMENT

This Internet Access Agreement is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, 501 North Crescent Way, Anaheim, California 92801 hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

NOW, THEREFORE, the Parties hereto mutually agree as follows:

1.0 BASIS OF AGREEMENT. Provide Internet access for up to 10 GB and support to DISTRICT at no cost in accordance with the terms and conditions set forth in this AGREEMENT.

2.0 TERM. This AGREEMENT shall be in full force and effect for the period commencing July 1, 2025, and ending on June 30, 2026, subject to termination as set forth in this AGREEMENT.

3.0 PAYMENT. SUPERINTENDENT shall provide Internet access and support pursuant to Section 1.0 of this AGREEMENT at no cost to the DISTRICT. SUPERINTENDENT receives Internet access at no charge from the California K-12 High Speed Network. DISTRICT shall be notified in writing if SUPERINTENDENT no longer receives Internet access at no charge at which time, SUPERINTENDENT will provide DISTRICT an itemized invoice. DISTRICT will have the option to pay the invoice or terminate this AGREEMENT at DISTRCIT'S discretion.

4.0 DISTRICT'S RESPONSIBILITIES.

A. DISTRICT acknowledges that DISTRICT's timely provision of and SUPERINTENDENT's access to relevant DISTRICT assistance, cooperation, and complete and accurate information and data is essential to the performance of SUPERINTENDENT's services and that SUPERINTENDENT shall not be liable for any deficiency in performing the services if such deficiency results from DISTRICT's failure to provide the foregoing.

B. DISTRICT shall provide SUPERINTENDENT with appropriate information and reasonable access to DISTRICT's computer and network systems and provide all information, access, and cooperation reasonably necessary to facilitate the services, including an employee of DISTRICT who has substantial computer systems and network experience to act as a liaison between DISTRICT and SUPERINTENDENT. In addition, DISTRICT shall provide SUPERINTENDENT access to specific files or other data necessary to perform its work.

C. DISTRICT understands and agrees to notify SUPERINTENDENT of any security incident involving data loss/breach. This would include a district wide impact and/or ransomware attack.

5.0 TECHNICAL SUPPORT. DISTRICT shall be entitled to ongoing technical support and assistance for Internet access between the DISTRICT and SUPERINTENDENT, provided however, that the availability or performance of this technical support service shall not be construed as altering or affecting SUPERINTENDENT'S obligations as set forth in this AGREEMENT. SUPERINTENDENT'S technical support via telephone shall be provided to DISTRICT without charge Monday through Friday from 8:00 A.M. - 5:00 P.M., excluding SUPERINTENDENT'S holidays.

6.0 INDEPENDENT CONTRACTOR. SUPERINTENDENT is and at all times shall be an independent contractor and shall be wholly responsible for the manner in which the services required by the terms of this AGREEMENT are performed. Nothing herein contained shall be construed as creating the relationship of employer and employee, or principal and agent, between SUPERINTENDENT and DISTRICT. SUPERINTENDENT assumes the responsibility for the acts of its employees or agents as they relate to the services to be provided. SUPERINTENDENT, its officers, agents, and employees, shall not be entitled to any rights, and/or privileges of DISTRICT'S employees and shall not be considered in any manner to be DISTRICT'S employees.

7.0 HOLD HARMLESS.

A. SUPERINTENDENT hereby agrees to indemnify, defend, and hold harmless DISTRICT, its Governing Board, officers, agents, and employees from every claim or demand and every liability loss, damage, or expense of any nature whatsoever which may be incurred by reason of any negligent acts or omissions of employees, agents or officers of SUPERINTENDENT or the Orange County Board of Education during the period of this AGREEMENT.

B. DISTRICT hereby agrees to indemnify, defend, and hold harmless SUPERINTENDENT, the Orange County Board of Education, and its officers, agents, and employees from every claim or demand and every liability, loss, damage, or expense of any nature whatsoever which may be incurred by reason of any negligent acts or omissions of employees, agents or officers of DISTRICT during the period of this AGREEMENT.

The provisions of this Section shall survive the termination or expiration of this AGREEMENT.

8.0 NON-DISCRIMINATION. SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

9.0 APPLICABLE LAW. The services completed herein must meet the approval of the DISTRICT'S general right of inspection to secure the satisfactory completion thereof. SUPERINTENDENT and DISTRICT agree to comply with all federal, state and local laws, rules, regulations and ordinances that are now or may in the future become applicable to SUPERINTENDENT or DISTRICT'S business, equipment and personnel engaged in operations covered by this AGREEMENT or occurring out of the performance of such operations.

10.0 ASSIGNMENT. Neither party shall subcontract or assign this AGREEMENT or the performance of any of the services set forth in this AGREEMENT without prior written approval of the non-assigning party.

11.0 TERMINATION. This AGREEMENT may be terminated by SUPERINTENDENT or DISTRICT with or without cause, upon the giving of sixty (60) days prior written notice to the other party.

12.0 TOBACCO USE POLICY. In the interest of public health, the SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to

abide with conditions of this policy could result in the termination of this AGREEMENT.

13.0 NOTICES. All notices or demands to be given under this AGREEMENT by either party to the other shall be in writing and given either by: i) Personal service, or ii) U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or, if mailed, on the third (3rd) day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT the addresses of the parties are as follows:

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92801
Attn: _____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P. O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

14.0 SEVERABILITY. If any term, condition or provision of this AGREEMENT is held by a court of competent jurisdiction to be invalid, void, or unenforceable, the remaining provisions will nevertheless continue in full force and effect and shall not be affected, impaired or invalidated in any way.

15.0 NON WAIVER. The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a

waiver by that party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

16.0 ATTORNEY FEES/COSTS. Should litigation be necessary to enforce any terms or provisions of the AGREEMENT, then the prevailing party shall be entitled to all legally-permitted expenses, including, but not limited to, witness fees, court costs, and attorneys' fees.

17.0 DISPUTE. In the event of a dispute between the SUPERINTENDENT and DISTRICT over any part of this AGREEMENT, the dispute may be submitted to non-binding arbitration upon the consent of both the SUPERINTENDENT and DISTRICT. An election for arbitration pursuant to this provision shall not preclude either party from pursuing any remedy for relief otherwise available.

18.0 CONSTRUCTION OF AGREEMENT. If there is any uncertainty or ambiguity in the terms of this AGREEMENT, it shall not be construed for or against any Party hereto on the grounds that such Party was responsible for drafting of any particular term set forth herein. The Parties each waive and relinquish in connection with this AGREEMENT any and all rights that he/ she/it may have or claim under California Civil Code section 1654.

19.0 CONFLICT. In the event of any alleged, implied, or actual conflict between the express or implied provisions of this AGREEMENT and the provisions of the exhibits, or any other document included herein, the provisions of this AGREEMENT shall govern.

20.0 GOVERNING LAW. The terms and conditions of this AGREEMENT shall be governed by the laws of the State of California, with venue in Orange County, California.

21.0 AUTHORIZED SIGNATURES. The individuals signing this AGREEMENT warrant that they are authorized to do so, and further, that they are authorized to make the promises in this AGREEMENT on behalf of the respective Parties. The Parties understand and agree that a breach of this warranty shall constitute a breach of the AGREEMENT and shall entitle the non-breaching party to all appropriate legal and equitable remedies against the breaching party.

22.0 ENTIRE AGREEMENT/AMENDMENT. This AGREEMENT and any exhibits attached hereto constitute the entire AGREEMENT between SUPERINTENDENT and DISTRICT regarding the services and any agreement made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an Amendment to this AGREEMENT which has been signed by both Parties. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

DISTRICT: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINTED NAME: Dr. Jaron Fried	PRINTED NAME: Patricia McCaughey
TITLE: Assistant Superintendent, Ed. Division	TITLE: Executive Director
DATE: 6/13/25	DATE: May 15, 2025

Anaheim UHSD-Internet Access(10007416)2025-2026
Zip5

EXHIBIT AAA

AGREEMENT NUMBER: 18001

AGREEMENT FOR PARTICIPATION
INSIDE THE OUTDOORS
PUBLIC SCHOOLS 2025-2026

This AGREEMENT is hereby entered into this 1st day of July, 2025, by and between the Orange County Superintendent of Schools, 200 Kalmus Drive, Costa Mesa, California 92626, hereinafter referred to as SUPERINTENDENT, and Anaheim Union High School District, hereinafter referred to as DISTRICT. SUPERINTENDENT and DISTRICT shall be collectively referred to as the Parties.

TERMS, CONDITIONS, AND RESPONSIBILITIES

1.0 DISTRICT has requested participation in one or more of the following Inside the Outdoors Programs, herein after referred to as PROGRAM:

1.1 SERVICES PROVIDED BY SUPERINTENDENT FOR FIELD PROGRAM.

A. SUPERINTENDENT may provide a one (1) hour to two (2) day field trip - Inside the Outdoors - Field Program.

B. SUPERINTENDENT shall provide the PROGRAM for DISTRICT'S school(s). **Transportation and food are not included and shall be the sole responsibility of DISTRICT**.

C. DISTRICT shall provide one (1) certificated employee and one (1) adult aide or parent to participate in the PROGRAM with each group of up to 25-30 students.

a. A certificated employee shall ride with and supervise students on the bus, if applicable.

b. All participating certificated employees and adult aides, in cooperation with the PROGRAM

staff, shall be expected to take an active role in the supervision of students. All guests must be eighteen (18) years of age or older.

D. Should a DISTRICT group exceed two (2) classrooms on a given day (approximately sixty (60) students), the additional classroom(s) may be scheduled to participate on another day.

E. It is recommended that at least one (1) adult accompanying each DISTRICT group hold a valid California driver's license and maintain appropriate insurance coverage to drive a vehicle and have the DISTRICT'S authority to transport sick or injured students requiring medical attention (a district vehicle may be provided).

F. DISTRICT shall be responsible for the supervision and care of its students from the time of departure from home or school to the time of arrival back at the home or school. DISTRICT shall also be responsible for the actions of its students and employees while participating in the PROGRAM.

1.2 SERVICES PROVIDED BY SUPERINTENDENT FOR SCHOOL PROGRAM.

A. SUPERINTENDENT may provide a forty-five (45) minute to seventy-five (75) minute Traveling Scientist - Inside the Outdoors - School Program.

B. DISTRICT shall provide one (1) certificated employee to participate in the PROGRAM with each group of up to 25-40 students.

a. All participating certificated employees and adult aides, in cooperation with the PROGRAM staff, shall be expected to take an active role in the supervision of students.

C. Should a DISTRICT group exceed four (4) classrooms on a given day (approximately one hundred twenty (120) students), the additional classroom(s) may be scheduled to participate on another day.

D. Schools may be charged an additional transportation fee of $65.00 - $140.00 per day, as set forth in the "Inside the Outdoors Fees for 2025-2026", which is attached hereto and incorporated by referenced herein as Exhibit "A".

1.3 SERVICES PROVIDED BY SUPERINTENDENT FOR VIRTUAL PROGRAM.

A. SUPERINTENDENT may provide a thirty (30) minute to seventy-five (75) minute Inside the Outdoors - Virtual Program.

B. Should a DISTRICT group exceed four (4) classrooms on a given day (approximately one hundred twenty (120) students), the additional classroom(s) may be scheduled to participate on another day.

C. DISTRICT shall provide SUPERINTENDENT'S designee a link to a virtual platform of the DISTRICT'S choosing, in

accordance with DISTRICT policies, for the Inside the Outdoors - Virtual Program. The link shall be emailed to itoregistration@ocde.us at least five (5) business days prior to the scheduled event.

D. Postponement of a PROGRAM due to technical difficulties exceeding fifteen (15) minutes may be made by the SUPERINTENDENT'S designated staff. DISTRICT groups will be rescheduled at a mutually agreed upon date when space is available.

E. DISTRICT shall provide one (1) certificated employee to participate in the PROGRAM with each group of up to 25-40 students.

a. All participating certificated employees and adult aides, in cooperation with the PROGRAM staff, shall be expected to take an active role in the supervision of students.

2.0 This AGREEMENT shall be in full force and effect for the period commencing July 1, 2025, and ending June 30, 2026. **This AGREEMENT must be fully executed by the Parties and be on file with the SUPERINTENDENT prior to DISTRICT participating in the PROGRAM.**

3.0 In compliance with Education Code Section 35330 DISTRICT hereby declares that no student has been denied the opportunity to participate in the PROGRAM because of the inability to pay the required fee. DISTRICT has made every effort to acquire the financial support from fund-raising efforts, parents, and the community to assist those pupils who are unable to pay the required fee.

4.0 DISTRICT shall be responsible for the supervision and care of its students. DISTRICT shall also be responsible for the actions of its students and employees while participating in the PROGRAM.

5.0 Hold Harmless/Insurance coverage shall be as follows:

A. DISTRICT shall hold harmless, defend, and indemnify the Orange County Superintendent of Schools, the Orange County Board of Education, and their officers, agents, and employees from any and all claims for damages resulting from the acts or omissions of DISTRICT, its officers, agents, employees, and students with respect to the Inside the Outdoors Program.

B. SUPERINTENDENT shall hold harmless, defend, and indemnify the DISTRICT, its Governing Board, officers, agents, employees, and students from any and all claims for damage resulting from the acts or omissions of the Orange County Superintendent of Schools, the Orange County Board of Education and its officers, agents, and employees with respect to the Inside the Outdoors Program.

C. DISTRICT must furnish to SUPERINTENDENT a certificate of insurance evidencing all coverages and additional insured endorsements required **no less than fourteen (14) business days, excluding holidays, prior to DISTRICT'S first day of participation. DISTRICT shall not participate in the Inside the Outdoors Program until SUPERINTENDENT has received a valid certificate of insurance evidencing the insurance coverage required.**

D. DISTRICT'S insurance must be with an insurance company admitted and licensed by the Insurance Commissioner of the State of California or a program of self-insurance approved by the SUPERINTENDENT.

E. If the DISTRICT is either partially or fully self-insured for its liability exposures, DISTRICT must notify the SUPERINTENDENT in writing fourteen (14) business days, excluding holidays, prior to DISTRICT'S first day of participation and provide the SUPERINTENDENT with a statement signed by an authorized representative of DISTRICT which states that DISTRICT agrees to protect the Orange County Superintendent of Schools, the Orange County Board of Education, and its officers, employees, and agents as if the insurance requirements in Section 9.0 were in full effect.

F. DISTRICT agrees to maintain Comprehensive General Liability Insurance, including bodily injury, property damage, premises-operations, products-completed operations and personal injury, in the amount of not less than one million dollars ($1,000,000) per occurrence or a program of self-insurance approved by SUPERINTENDENT.

G. The following two (2) policy endorsements must be included and written as follows:

(a) "The Orange County Superintendent of Schools, the Orange County Board of Education, and their officers,

agents and employees shall be added as an additional insured to the policy."

(b) "Such insurance as is afforded by this policy for the Orange County Superintendent of Schools, the Orange County Board of Education, and its officers, agents, and employees shall be primary, and any insurance carried by the Orange County Superintendent of Schools, or the Orange County Board of Education, for the Orange County Superintendent of Schools and the Orange County Board of Education and its officers, agents, and employees shall be excess and non-contributory."

H. DISTRICT shall, at DISTRICT'S sole cost and expense, take out prior to participation in the Inside the Outdoors Program, and maintain in full force and effect, from the first day of participation through the last day of participation, a policy or policies of insurance covering DISTRICT'S participation in the Inside the Outdoors Program.

I. **Insurance certificate description should read as "Participation in the Inside the Outdoors Programs."**

J. In addition, DISTRICT shall provide a thirty (30) day cancellation or reduction of coverage clause.

K. Insurance certificate holder shall be named proper as "Orange County Superintendent of Schools, 200 Kalmus Drive, P.O. Box 9050, Costa Mesa, California 92628-9050, Attn: Contracts Department."

6.0 Any notice of **cancellation** by DISTRICT must be received in writing by SUPERINTENDENT at least **twenty (20)** business days, excluding holidays, prior to the scheduled PROGRAM date. In the event of a cancellation, the DISTRICT is responsible to find an equivalent replacement no later than ten (10) business days prior to the cancelled program date; SUPERINTENDENT may also attempt to find an equivalent replacement if possible. **If DISTRICT or SUPERINTENDENT is unable to find an equivalent replacement, DISTRICT will be charged ninety percent (90%) of the full cost of the scheduled PROGRAM.** If DISTRICT'S School wishes to **reschedule** a scheduled PROGRAM date, DISTRICT'S School may be charged an additional fee of One hundred dollars ($100.00).

7.0 Cancellation of a PROGRAM due to inclement weather conditions may be made by the SUPERINTENDENT'S designated staff (no charge will be incurred for those days). DISTRICT groups will be rescheduled at a later date, upon request of DISTRICT and when space is available. If DISTRICT decides to participate in the PROGRAM in inclement weather conditions, DISTRICT will be charged the full fee regardless of weather conditions.

8.0 DISTRICT agrees to pay SUPERINTENDENT per student or per PROGRAM more specifically described in the "Addendum", which is attached hereto and incorporated by reference herein as Exhibit "B". **Payment shall be made based on the number of students that actually attend, but not less than ninety percent (90%) of the number of students identified in Exhibit "B".** If school is designated as sponsored, a minimum enrollment requirement is ninety percent (90%) of the

contracted number of students, and is paid by sponsorship. If the number of students who attend is less than ninety percent (90%) of the contracted enrollment number, SCHOOL will be charged a per student fee for all students that fall below ninety percent (90%).

8.1 A day of participation is defined as a student being present during any part of a scheduled PROGRAM day.

8.2 Should the scheduled attendance from any given school in a DISTRICT change by more than ten percent (10%), the DISTRICT shall inform SUPERINTENDENT in writing at least twenty (20) business days prior to the first (1st) day of attendance.

9.0 DISTRICT agrees to send to PROGRAM the number of students indicated in Exhibit "B". DISTRICT agrees to pay a fee to SUPERINTENDENT pursuant to Section 8.0, for each student of DISTRICT participating in the PROGRAM. If the number of students described in Exhibit "B" should change, DISTRICT will notify SUPERINTENDENT no less than twenty (20) business days prior to the scheduled date.

10.0 Full payment of fees by DISTRICT or school must be received by SUPERINTENDENT within thirty (30) calendar days of billing postmark.

11.0 DISTRICT agrees to bear the expense of repairs and/or breakage resulting from unreasonable wear or abuse to property and/or equipment caused by its students and/or teachers.

12.0 DISTRICT hereby delegates, by approval of this AGREEMENT, to the District Superintendent or the District Superintendent's designee, pursuant to Education Code Section 17604, the authority to allow

additional schools or students to participate in the Inside the Outdoors Program during the term of AGREEMENT.

13.0 TOBACCO USE POLICY. In the interest of public health, SUPERINTENDENT provides a tobacco-free environment. Smoking or the use of any tobacco products are prohibited in buildings and vehicles, and on any property owned, leased or contracted for by the SUPERINTENDENT pursuant to SUPERINTENDENT Policy 400-7. Failure to abide with conditions of this policy could result in the termination of this AGREEMENT.

14.0 SUPERINTENDENT and DISTRICT agree that they will not engage in unlawful discrimination in employment of persons because of race, color, religious creed, national origin, ancestry, physical handicap, medical condition, marital status, or sex of such persons.

15.0 SUPERINTENDENT and DISTRICT agree that this AGREEMENT shall be construed and entered into in accordance with the laws of the State of California, through California state courts with venue in Orange County, California.

16.0 FORCE MAJEURE. In no event shall either party have any claim or right against the other party for any failure of performance if the failure is caused by or the result of causes beyond the reasonable control of such other party due to any occurrence commonly know as Force Majeure, including, without limitation, acts of God, pandemics, floods, riots, earthquakes, government regulations enacted after the date of the AGREEMENT, explosions, war, national emergency, including terrorist threats, or insurrections. The party first learning of the event of Force Majeure shall notify the other party in writing. In the

event this clause must by invoked, there shall be no implied or express breach of contract by either party.

17.0 NOTICE. All notices or demands to be given under this AGREEMENT by either party to the other, shall be in writing and given either by: (a) personal service or (b) by U.S. Mail, mailed either by registered or certified mail, return receipt requested, with postage prepaid. Service shall be considered given when received if personally served or if mailed on the third day after deposit in any U.S. Post Office. The address to which notices or demands may be given by either party may be changed by written notice given in accordance with the notice provisions of this section. As of the date of this AGREEMENT, the addresses of the parties are as follows:

DISTRICT: Anaheim Union High School District
501 North Crescent Way
Anaheim, California 92803
Attn:_____

SUPERINTENDENT: Orange County Superintendent of Schools
200 Kalmus Drive
P.O. Box 9050
Costa Mesa, California 92628-9050
Attn: Patricia McCaughey

18.0 If any term, covenant, condition or provision of this AGREEMENT is held by court of competent jurisdiction to be invalid, void or unenforceable, the remainder of the provisions shall remain in full force and effect and shall in no way be affected, impaired or invalidated thereby.

19.0 The failure of SUPERINTENDENT or DISTRICT to seek redress for violation of, or to insist upon, the strict performance of any term or condition of this AGREEMENT, shall not be deemed a waiver by that

party of such term or condition, or prevent a subsequent similar act from again constituting a violation of such term or condition.

20.0 This AGREEMENT contains the entire agreement between SUPERINTENDENT and DISTRICT regarding the services and any agreement hereafter made shall be ineffective to modify this AGREEMENT in whole or in part unless such agreement is embodied in an amendment to this AGREEMENT which has been signed by both SUPERINTENDENT and DISTRICT. This AGREEMENT supersedes all prior negotiations, understandings, representations and agreements.

21.0 DISTRICT shall implement procedures and protective measures to assure compliance with current federal and state privacy requirements, including but not limited to California Assembly Bill 1584, California Assembly Bill 1442, the Student Online Personal Information Protection Act (SOPIPA), the Family Educational Rights and Privacy Act (FERPA), the Children's Online Privacy Protection Act (COPPA), and the Children's Internet Protection Act (CIPA) as applicable.

22.0 ORIGINALITY OF SERVICES. DISTRICT agrees that all technologies, formulae, procedures, processes, methods, ideas, dialogue, prepared for and submitted by SUPERINTENDENT to the DISTRICT in connection with the services set forth in this AGREEMENT are wholly original to SUPERINTENDENT and shall not be copied or used in whole or in part by DISTRICT without SUPERINTENDENT'S express written permission. DISTRICT further agrees that all writings and materials, compositions, recordings, teleplays, and/or video productions prepared for, written for, or otherwise submitted by SUPERINTENDENT to the DISTRICT and/or used in connection with the services set forth in this AGREEMENT,

reflect the intellectual property of, and copyright interests held by SUPERINTENDENT and shall not be copied or used in whole or in part by DISTRICT without SUPERINTENDENT'S express written permission. DISTRICT shall not record, videotape and/or take pictures or screenshots without the express prior written approval by SUPERINTENDENT.

IN WITNESS WHEREOF, the Parties hereto have caused this AGREEMENT to be executed.

SCHOOL: ANAHEIM UNION HIGH SCHOOL DISTRICT	ORANGE COUNTY SUPERINTENDENT OF SCHOOLS
BY: _____ Authorized Signature	BY: _____ Authorized Signature
PRINT NAME: Dr. Jaron Fried	PRINT NAME: Patricia McCaughey
TITLE: Assistant Superintendent, Ed. Division	TITLE: Executive Director
DATE: 6/13/25	DATE: April 29, 2025

Inside the Outdoors Fees for 2025/2026

Programs support the current California state standards

Field Trip Programs

Two Hour Programs	Cost Per Student to School	Full Cost Per Student*
Kindergarten - Ecosystem Extravaganza or Butterflies Shipley Nature Center or Mt. San Antonio College	**$14.00**	$27.00
First Grade - Ecosystem Extravaganza Shipley Nature Center or Mt. San Antonio College	**$14.00**	$27.00
Second Grade - Ecosystem Extravaganza Shipley Nature Center or Mt. San Antonio College	**$14.00**	$27.00
Second Grade - Wild Wetlands Upper Newport Bay - Muth Interpretive Center	**$14.00**	$27.00
Third Grade - Oaks Santiago Oaks Regional Park	**$14.00**	$27.00
Third Grade - Gabrielio Walk Shipley Nature Center or Mt. San Antonio College	**$14.00**	$27.00
Fourth Grade - Native American Program Shipley Nature Center or Mt. San Antonio College	**$14.00**	$27.00
Fourth Grade - Investigating Ecosystems Irvine Regional Park	**$14.00**	$27.00
Fifth Grade - Investigating Ecosystems Irvine Regional Park	**$14.00**	$27.00
Full Day (5.5 hour) Programs	**$38.50**	$73.00
Fourth Grade Irvine Regional Park		
Fifth Grade Crystal Cove, Irvine Regional Park	**$38.50**	$73.00
Sixth Grade - High School Site TBD	**$38.50**	$73.00

Traveling Scientist Programs

Traveling Scientist Fee

$555.00 for up to 60 students and **$9.25** for each additional student
(*Full cost: $975 for up to 60 students and $16.25 per student)

Assembly/Science and STEM Nights Fee

$555.00 for the first assembly and **$90.00** for each additional assembly in the same day
Amazing Animals, Rethink Resources, Renewable Resources, Science Night Booth
(*Full cost: $975 for up to 60 students and $16.25 per student)

Expanded Learning Fee

$975.00 for up to 60 students and **$16.25** for each additional student
Amazing Animals, Rethink Resources, Renewable Resources, TBD
(*Full cost: $975 for up to 60 students and $16.25 per student)

Traveling Scientist Programs have an additional daily mileage fee.

* District/School Cost is the portion of the fee that a partcipating school or district pays. The remaining portion of the fee is covered by community partners who cover a portion of the cost to help keep the fees lower for schools

Additional Grant Opportunities available: visit www.insidetheoutdoors.or or call 714.708.855

Inside the Outdoors

Traveling Scientist Mileage Fees for 2025/2026

$65	$85	$110	$125	$140
Anaheim	Aliso Viejo	ABC	Alvord	Carlsbad
Buena Park	Brea-Olinda	Azuza	Central	Culver City
Fountain Valley	Capistrano	Baldwin Park	Colton	El Segundo
Garden Grove	Centralia	Bonita	El Monte	Encinitas
Huntington Beach	Cypress	Cerritos	Fontana	Hesperia
Irvine	Fullerton	Chino Valley	Glendale	Lake Elsinore
Magnolia	La Habra	Claremont	Jurupa	Lomita
Newport-Mesa	Laguna Beach	Corona-Norco	Lomita	Los Angeles
Ocean View	Laguna Niguel	Diamond Bar	Moreno Valley	Palm Springs
Orange	Los Alamitos	Glendora	Nuview	Rancho Santa Fe
Santa Ana	Lowell-Joint	Lakewood	Oceanside	Redlands
Savanna	Mission Viejo	Long Beach	Palos Verdes	San Bernardino
Tustin	Placentia-Yorba Linda	Mt. View - Ontario	Perris	Temecula
Westminster	Saddleback Valley	Norwalk-La Mirada	Rialto	Victorville
	San Clemente	Ontario-Montclair	San Marino	West LA
		Pico Rivera	San Onofre	Woodland Hills
		Pomona	South Pasadena	Yucaipa-Calimesa
		Riverside	Torrance	
		Roland	Val Verde	
		San Dimas		
		San Gabriel		
		Upland		
		Walnut Valley		
		Whittier		

*fees based on school district

Inside the Outdoors Fees for 2025/2026

Programs support the current California state standards

Virtual Programs

Pre Program/Session 30-60 minutes	Virtual Program District/School Cost*
One Session	$ 555.00
Two Sessions	$ 715.00
Three Sessions	$ 875.00
Four Sessions	$ 1035.00

Each session is for up to 35 students

* District/School Cost is the portion of the fee that a partcipating school or district pays. The remaining portion of the fee is covered by community partners who cover a portion of the cost to help keep the fees lower for schools

Additional Grant Opportunities available: visit www.insidetheoutdoors.or or call 714.708.855

Orange County Department of Education
Contracts Unit – Inside the Outdoors
200 Kalmus Drive, P.O. Box 9050, Costa Mesa, CA 92628-9050
Phone: 714-708-3885 Email: itocontracts@ocde.us

ADDENDUM

Agreement for Participation
Inside the Outdoors

Date:

To:

From: Orange County Department of Education
Contracts Unit

Subject: **Agreement for Additional School(s) Participation in *Inside the Outdoors* Field or School Programs**
Agreement Number:
Addendum Number:

The following school has registered to participate with Inside the Outdoors. In order to fulfill our legal requirements, we submit this Addendum to the Agreement referenced above. All contract provisions will apply to the additional school(s) and dates(s).

- ☐ **Please verify Programs, Participation Date(s), and Final Enrollment Numbers to avoid additional charges.**

- ☐ Sign and return this Addendum at least **14 business days** before your school(s) Program(s). To complete our Agreement please send the above address or email.

You are financially responsible for at least 90% of the listed number of students, as per terms of the signed contract. Enrollment changes must be made twenty (20) business days prior to the scheduled event.

If a school has received a grant your per student and/or mileage fees may be covered or partially covered. However, the school will be charged the full cost of the Program for all absences that fall below 90% (see online Fee Schedule for details).

To reschedule, a notice of twenty (20) business days is required and an additional $100 fee may be charged. **Cancellations require a written notice to *Inside the Outdoors* of a minimum of twenty (20) business days prior to participation.** If an equivalent replacement cannot be found for the open date, your school will be billed ninety percent (90%) of your contracted enrollment.

The school is responsible for making transportation arrangements and paying for their buses. Decisions to cancel your Field Trip because of inclement weather must be coordinated with Inside the Outdoors.

District	School	Site/Program	Scheduled Date	Grade	Number of Students	Fee Per Student or Flat Fee	Comments

Note:
*Please refer to Section 1.2 D and Sections 6.0 and 8.0 in your Agreement for further details on enrollment charges.

Call (714) 708-3885 if you have questions. Thank you for partnering with us to nurture healthier, happier, and smarter student through their connection with nature.

I approve the addition of the above school to our Agreement with the Orange County Department of Education for participation with *Inside the Outdoors*. For reschedule and cancellation questions, please refer to the cancellation section of your Agreement.

School District

Authorized Signature

Print Name

Title Date

Memorandum of Understanding Between

Anaheim Union High School District

And

Garden Grove Unified School District

2024-2025

It is hereby agreed by and between the Anaheim Union High School District (hereinafter referred to as the "Provider District") and the Garden Grove Unified School District (hereafter referred to as the "Sending District,") and collectively referred to herein as the "Parties," mutually agree as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. The Provider District operates the Regional and Specialized Programs to provide special education programs and services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

2. Term of Agreement

This Agreement is effective for the period beginning August 1, 2024, and ending June 30, 2025.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance ofpupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA).

4. Scope of Program and Referral Process to GASELPA

The Provider District shall conduct special education programs and services for those eligible pupils of the Sending District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by the Provider District. Prior to offering placement in any Provider District Program, the Sending District shall contact the appropriate Provider District Program Specialist and/or Provider District Director to discuss a possible referral and the appropriateness of the Provider District Program placement. If the referral seems appropriate, the Sending District shall obtain from the parent authorization to release information to the Provider District staff and submit a Provider District referral

packet to the appropriate Provider District Director as well as schedule a visitation with the parent. Provider District referral packets can be obtained by contacting the Provider District Director and/or Program Specialists of the Provider District where the Program is located.

Upon review of the referral packet and site visit by parent, the Provider District Program Specialist and/or representative will coordinate an IEP team meeting for purposes of discussing possible placement in a Provider District Program. Provider District shall maintain and provide special education programs for Sending District pupils during the 2024-2025 school year. Class size ranges and student-adult ratios shall be maintained in a manner which allows Provider District to meet the programmatic, health and safety needs of the pupils.

5. Responsibility of School District of Residence

The Sending District and Provider District acknowledge that the Sending District, as the pupil's district of residence, maintains primary responsibility as the local education agency (LEA) to ensure the pupil receives a free appropriate public education. In the event a pupil participating in a Provider District Program moves out of the Sending District, the Sending District shall immediately provide the Provider District written notice of the pupil's change in residence, including the new school district of residence, if known. Similarly, the Provider District shall immediately notify Sending District in the event a parent reports a change in residence, including the new school district of residence, if known.

6. Annual and Triennial Reviews

The Provider District shall be notified of annual reviews scheduled for its pupils participating in a Provider District Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For all other pupils enrolled in a Provider District Program, the Sending District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and State law. Subject to approval by the pupil's parents, the general education teacherand/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by the Provider District to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the Sending District upon request. When requested by Sending District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in Provider District Program is terminated.

7. Assessments/Independent Educational Evaluations

In the event a request is made for an Independent Educational Evaluation (IEE), Provider District and/or District Provider school site shall immediately forward such request to the Sending District, in collaboration with the Provider District, shall determine how to respond to the request for an IEE. If the Sending District receives a request for assessment or IEE for a

student referred to or enrolled in a Provider District Program, the Sending District shall immediately notify Provider District of the request and collaborate with Provider District as to how to respond. Provider and/or Sending District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

The Sending District is responsible for all matters related to the IEE including but not limited to the ultimate decision whether or not to grant the IEE, whether or not to file for a Due Process Hearing or other legal proceeding, and all costs related obtaining and conducting the IEE. The Provider District and Provider District school site are not responsible for any costs or legal preceding such as a Due Process hearing and/or Attorney Fees related to the IEE.

8. Pupil Count

A count shall be taken of the number of pupils enrolled in GASELPA's Special Schools Program as of the first day of each calendar month, August through June. A pupil shall be counted as "enrolled" in a Provider District Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in a Provider District Program, whichever occurs sooner. Pupils continuing in a Provider District Program from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment. In the event either Provider District or Sending District are informed that a pupil has been withdrawn by the parent from a Provider District Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from a Provider District Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year.

9. Definitions

a. "Provider District Programs" are the special education classes and support services operated by Provider District for severely disabled and medically fragile pupils, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances and other eligible pupils.

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

c. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of Provider District Programs.

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

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

10. Funding

In consideration of the enrollment of pupils in special education programs conducted by Provider District, the Sending District and/or Sending District SELPA transferring pupils to the regional programs operated by Provider District agree to pay the Provider District the costs of services based on the schedule attached hereto as Exhibit A.

a. Special Circumstance Assistant (SCA). The Sending District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the Sending District.

11. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A Sending District representative who is authorized by the Sending District's Director of Special Education to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the Sending District or as otherwise agreed to by Provider District and the Sending District. In the event the pupil is hospitalized in a facility located outside of the Sending District, it is the Sending District's responsibility to inform the parent that instruction will be provided in accordance with Education Code section 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from Provider District Program in order for the Sending District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event the Provider District and the Sending District agree that the Provider District will provide in-home or hospital instruction to the pupil, the Provider District shall separately bill the Sending District for such services.

12. Transportation

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

13. Due Process and Complaints

Provider District and Sending District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in a Provider District

Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event Provider District is named as the sole LEA in a due process complaint, Provider District and Sending District agree that Sending District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

a. Provider District and Sending District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for CivilRights, or any other State and/or federal governmental body or agency.

14. Quarterly Billing

The Provider District shall bill the Sending District quarterly invoices based on the estimated costs on Exhibit A.

15. Final Accounting

The final invoice will include the appropriate documentation supporting the Provider District expenditures and revenues for the Provider District Program. Final invoice will be sent to the Sending District by October 15th of the following fiscal year.

16. Projected Enrollment/Facilities and Staffing Needs

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

17. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have been duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

Provider District:

School District: Anaheim Union High School District

Address: 501 N. Crescent Way

City: Anaheim, CA 92801

Attn:	Lauren Klatzker
Title:	Director, Special Youth Services
Telephone:	714-999-3527
Fax:	714-999-0622

Sending District

School District:	Garden Grove Unified School District
Address:	10331 Stanford Ave.
City:	Garden Grove, CA 92840
Attn:	Steven Yoon
Title:	Assistant Superintendent, Office of Special Ed.
Telephone:	(714)663-6233
Fax:	

18. No Waiver

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

19. Hold Harmless

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

20. Complete Agreement

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

21. Applicable Law

This Agreement is governed by California state and federal law, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

22. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile signatures shall be deemed as binding as original signatures.

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

APPROVED BY:

Anaheim Union High School District
Provider District

By: _____
Authorized Agent Signature

Jaron Fried, Assistant Superintendent
Name/Title

6/13/25
Date

Date Approved by Provider
District Board: 6/12/25

Garden Grove Unified School District
Sender District

By: _____
Authorized Agent Signature

Thanh Phan, Assistant Superintendent
Name/Title

05/09/2025
Date

Date Approved by Sender
District Board: May 6, 2025

cc: SELPA

H.B.U.H.S.D.
Contract Number W25236
Please refer to this number on all correspondence, invoices, etc.

EXHIBIT CCC

Memorandum of Understanding Between

Anaheim Union High School District

And

Huntington Beach Union High School District

2024-2025

It is hereby agreed by and between the Anaheim Union High School District (hereinafter referred to as the "Provider District") and the Huntington Beach Union High School District (hereafter referred to as the "Sending District,") and collectively referred to herein as the "Parties," mutually agree as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. The Provider District operates the Regional and Specialized Programs to provide special education programs and services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

2. Term of Agreement

This Agreement is effective for the period beginning August 1, 2024, and ending June 30, 2025.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance of pupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA).

4. Scope of Program and Referral Process to GASELPA

The Provider District shall conduct special education programs and services for those eligible pupils of the Sending District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by the Provider District. Prior to offering placement in any Provider District Program, the Sending District shall contact the appropriate Provider District Program Specialist and/or Provider District Director to discuss a possible referral and the appropriateness of the Provider District Program placement. If the referral seems appropriate, the Sending District shall obtain from the parent authorization to release information to the Provider District staff and submit a Provider District referral

packet to the appropriate Provider District Director as well as schedule a visitation with the parent. Provider District referral packets can be obtained by contacting the Provider District Director and/or Program Specialists of the Provider District where the Program is located.

Upon review of the referral packet and site visit by parent, the Provider District Program Specialist and/or representative will coordinate an IEP team meeting for purposes of discussing possible placement in a Provider District Program. Provider District shall maintain and provide special education programs for Sending District pupils during the 2024-2025 school year. Class size ranges and student-adult ratios shall be maintained in a manner which allows Provider District to meet the programmatic, health and safety needs of the pupils.

5. Responsibility of School District of Residence

The Sending District and Provider District acknowledge that the Sending District, as the pupil's district of residence, maintains primary responsibility as the local education agency (LEA) to ensure the pupil receives a free appropriate public education. In the event a pupil participating in a Provider District Program moves out of the Sending District, the Sending District shall immediately provide the Provider District written notice of the pupil's change in residence, including the new school district of residence, if known. Similarly, the Provider District shall immediately notify Sending District in the event a parent reports a change in residence, including the new school district of residence, if known.

6. Annual and Triennial Reviews

The Provider District shall be notified of annual reviews scheduled for its pupils participating in a Provider District Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For all other pupils enrolled in a Provider District Program, the Sending District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and State law. Subject to approval by the pupil's parents, the general education teacherand/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by the Provider District to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the Sending District upon request. When requested by Sending District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in Provider District Program is terminated.

7. Assessments/Independent Educational Evaluations

In the event a request is made for an Independent Educational Evaluation (IEE), Provider District and/or District Provider school site shall immediately forward such request to the Sending District, in collaboration with the Provider District, shall determine how to respond to the request for an IEE. If the Sending District receives a request for assessment or IEE for a

student referred to or enrolled in a Provider District Program, the Sending District shall immediately notify Provider District of the request and collaborate with Provider District as to how to respond. Provider and/or Sending District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

The Sending District is responsible for all matters related to the IEE including but not limited to the ultimate decision whether or not to grant the IEE, whether or not to file for a Due Process Hearing or other legal proceeding, and all costs related obtaining and conducting the IEE. The Provider District and Provider District school site are not responsible for any costs or legal preceding such as a Due Process hearing and/or Attorney Fees related to the IEE.

8. Pupil Count

A count shall be taken of the number of pupils enrolled in GASELPA's Special Schools Program as of the first day of each calendar month, August through June. A pupil shall be counted as "enrolled" in a Provider District Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in a Provider District Program, whichever occurs sooner. Pupils continuing in a Provider District Program from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment. In the event either Provider District or Sending District are informed that a pupil has been withdrawn by the parent from a Provider District Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from a Provider District Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year.

9. Definitions

a. "Provider District Programs" are the special education classes and support services operated by Provider District for severely disabled and medically fragile pupils, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances and other eligible pupils.

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

c. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of Provider District Programs.

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

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

10. Funding

In consideration of the enrollment of pupils in special education programs conducted by Provider District, the Sending District and/or Sending District SELPA transferring pupils to the regional programs operated by Provider District agree to pay the Provider District the costs of services based on the schedule attached hereto as Exhibit A.

a. Special Circumstance Assistant (SCA). The Sending District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the Sending District.

11. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A Sending District representative who is authorized by the Sending District's Director of Special Education to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the Sending District or as otherwise agreed to by Provider District and the Sending District. In the event the pupil is hospitalized in a facility located outside of the Sending District, it is the Sending District's responsibility to inform the parent that instruction will be provided in accordance with Education Code section 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from Provider District Program in order for the Sending District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event the Provider District and the Sending District agree that the Provider District will provide in-home or hospital instruction to the pupil, the Provider District shall separately bill the Sending District for such services.

12. Transportation

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

13. Due Process and Complaints

Provider District and Sending District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in a Provider District

Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event Provider District is named as the sole LEA in a due process complaint, Provider District and Sending District agree that Sending District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

a. Provider District and Sending District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for CivilRights, or any other State and/or federal governmental body or agency.

14. Quarterly Billing

The Provider District shall bill the Sending District quarterly invoices based on the estimated costs on Exhibit A.

15. Final Accounting

The final invoice will include the appropriate documentation supporting the Provider District expenditures and revenues for the Provider District Program. Final invoice will be sent to the Sending District by October 15th of the following fiscal year.

16. Projected Enrollment/Facilities and Staffing Needs

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

17. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have been duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

Provider District:

School District:	Anaheim Union High School District
Address:	501 N. Crescent Way
City:	Anaheim, CA 92801

Attn:	Lauren Klatzker
Title:	Director, Special Youth Services
Telephone:	714-999-3528
Fax:	714-999-0622

Sending District

School District:	Huntington Beach Union High School District
Address:	5832 Bolsa Avenue
City:	Huntington Beach, CA 92649
Attn:	Douglas W. Siembieda
Title:	Executive Director, Special Education
Telephone:	714-903-7000 ext. 50410
Fax:	714-372-8101

18. No Waiver

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

19. Hold Harmless

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

20. Complete Agreement

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

21. Applicable Law

This Agreement is governed by California state and federal law, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

22. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile signatures shall be deemed as binding as original signatures.

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

APPROVED BY:

Anaheim Union High School District
Provider District

By: _____
Authorized Agent Signature

Jaron Fried, Assistant Superintendent
Name/Title

6/13/25
Date

Date Approved by Provider

District Board: 6/12/25

Huntington Beach Union High School District
Sender District

By: Carolee Ogata
Authorized Agent Signature

Carolee Ogata, Ed.D., Superintendent
Name/Title

5-13-25
Date

Date Approved by Sender

District Board: 05/13/2025

cc: SELPA

Memorandum of Understanding Between

Anaheim Union High School District

And

Capistrano Unified School District

2024-2025

It is hereby agreed by and between the Anaheim Union High School District (hereinafter referred to as the "Provider District") and the Capistrano Unified School District (hereafter referred to as the "Sending District,") and collectively referred to herein as the "Parties," mutually agree as follows:

1. Basis of Agreement

Pursuant to the authority established in Education Code Sections 56195, 56195.1, 56195.3 and 56195.5, Provider District may provide for the education of individual pupils in special education programs who reside in other districts or counties. The Provider District operates the Regional and Specialized Programs to provide special education programs and services to individuals with exceptional needs requiring intensive educational services, including a regional deaf and hard of hearing program.

2. Term of Agreement

This Agreement is effective for the period beginning August 1, 2024, and ending June 30, 2025.

3. Acknowledgment of Special Education Funding Formula

It is acknowledged that, in accordance with Part 30 of the Education Code, Chapter 7.2, Section 56836 et seq., the California State funding formula for special education programs, services and administration generates an entitlement based on the average daily attendance ofpupils in the local education agencies that comprise a Special Education Local Plan Area (SELPA).

4. Scope of Program and Referral Process to GASELPA

The Provider District shall conduct special education programs and services for those eligible pupils of the Sending District referred by their Individualized Education Program (IEP) Teams when it is jointly determined by the Sending District and the Provider District that the pupil's educational needs as specified in the pupil's IEP can be appropriately met by the programs and services operated by the Provider District. Prior to offering placement in any Provider District Program, the Sending District shall contact the appropriate Provider District Program Specialist and/or Provider District Director to discuss a possible referral and the appropriateness of the Provider District Program placement. If the referral seems appropriate, the Sending District shall obtain from the parent authorization to release information to the Provider District staff and submit a Provider District referral

packet to the appropriate Provider District Director as well as schedule a visitation with the parent. Provider District referral packets can be obtained by contacting the Provider District Director and/or Program Specialists of the Provider District where the Program is located.

Upon review of the referral packet and site visit by parent, the Provider District Program Specialist and/or representative will coordinate an IEP team meeting for purposes of discussing possible placement in a Provider District Program. Provider District shall maintain and provide special education programs for Sending District pupils during the 2024-2025 school year. Class size ranges and student-adult ratios shall be maintained in a manner which allows Provider District to meet the programmatic, health and safety needs of the pupils.

5. Responsibility of School District of Residence

The Sending District and Provider District acknowledge that the Sending District, as the pupil's district of residence, maintains primary responsibility as the local education agency (LEA) to ensure the pupil receives a free appropriate public education. In the event a pupil participating in a Provider District Program moves out of the Sending District, the Sending District shall immediately provide the Provider District written notice of the pupil's change in residence, including the new school district of residence, if known. Similarly, the Provider District shall immediately notify Sending District in the event a parent reports a change in residence, including the new school district of residence, if known.

6. Annual and Triennial Reviews

The Provider District shall be notified of annual reviews scheduled for its pupils participating in a Provider District Program and may provide a representative who will participate in the development of the annual IEP. For initial placement, triennial review, recommendation for home instruction, or a change in eligibility or services specified on the current IEP, a Sending District representative who is authorized to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall attend the IEP team meeting. For all other pupils enrolled in a Provider District Program, the Sending District agrees to provide a general education teacher at IEP team meetings unless otherwise waived in writing by pupil's parent in accordance with the IDEA and State law. Subject to approval by the pupil's parents, the general education teacherand/or other IEP team participants may use alternative means of meeting participation, such as video conferences and conference calls.

Progress reports relating to goals and objectives in a pupil's IEP shall be sent by the Provider District to parents per the pupil's IEP schedule for progress reporting and to the Director of Special Education of the Sending District upon request. When requested by Sending District or parent, an updated report shall be provided if there is no current progress report whenever a pupil is scheduled for an IEP review or when pupil's enrollment in Provider District Program is terminated.

7. Assessments/Independent Educational Evaluations

In the event a request is made for an Independent Educational Evaluation (IEE), Provider District and/or District Provider school site shall immediately forward such request to the Sending District, in collaboration with the Provider District, shall determine how to respond to the request for an IEE. If the Sending District receives a request for assessment or IEE for a

student referred to or enrolled in a Provider District Program, the Sending District shall immediately notify Provider District of the request and collaborate with Provider District as to how to respond. Provider and/or Sending District may also schedule an IEP team meeting to further discuss the requested IEE or assessment.

The Sending District is responsible for all matters related to the IEE including but not limited to the ultimate decision whether or not to grant the IEE, whether or not to file for a Due Process Hearing or other legal proceeding, and all costs related obtaining and conducting the IEE. The Provider District and Provider District school site are not responsible for any costs or legal preceding such as a Due Process hearing and/or Attorney Fees related to the IEE.

8. Pupil Count

A count shall be taken of the number of pupils enrolled in GASELPA's Special Schools Program as of the first day of each calendar month, August through June. A pupil shall be counted as "enrolled" in a Provider District Program on the first day of attendance in the program or fourteen (14) days after the IEP team has met and an approved IEP has been executed for the pupil's educational placement in a Provider District Program, whichever occurs sooner. Pupils continuing in a Provider District Program from the previous school year shall be counted as "enrolled" on the first school day in September unless written notification of withdrawal is received from either the parent or Sending District. If a continuing pupil has not attended school by the eleventh (11th) day of the first school month, Provider District shall notify the Sending District and a determination shall be made regarding continuing enrollment. In the event either Provider District or Sending District are informed that a pupil has been withdrawn by the parent from a Provider District Program, each agency shall immediately notify the other of such withdrawal. Any pupil withdrawn by the parent from a Provider District Program is no longer counted as "enrolled" or considered a continuing pupil for the following school year.

9. Definitions

a. "Provider District Programs" are the special education classes and support services operated by Provider District for severely disabled and medically fragile pupils, pupils with low incidence disabilities, pupils with autism spectrum disorders, pupils with emotional disturbances and other eligible pupils.

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

c. "Special Education Program Expenditures" shall include Direct Costs, Direct Support Costs and Indirect Cost of Provider District Programs.

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

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

10. Funding

In consideration of the enrollment of pupils in special education programs conducted by Provider District, the Sending District and/or Sending District SELPA transferring pupils to the regional programs operated by Provider District agree to pay the Provider District the costs of services based on the schedule attached hereto as Exhibit A.

a. Special Circumstance Assistant (SCA). The Sending District, as specified in its SELPA's Local Plan, shall be responsible for the full cost of additional personnel required for the benefit of and specified in the IEP for individual pupils who are residents of the Sending District.

11. Home Instruction

When a pupil is absent from school for more than ten (10) consecutive school days as a result of a medical condition and is expected to have an extended health related absence, the pupil's IEP team shall review the IEP and determine appropriate educational services. A Sending District representative who is authorized by the Sending District's Director of Special Education to approve or disapprove the allocation of specified Sending District resources necessary for the implementation of the pupil's IEP shall participate in the IEP team meeting when considering a placement for home or hospital instruction. When recommending placement for home or hospital instruction, the IEP team shall consider documentation from the pupil's treating physician indicating the pupil's condition, verifying that the condition prevents the pupil from attending school and providing a projected date for the pupil's return to school. Any in-home instruction, including other related services, shall be provided by the Sending District or as otherwise agreed to by Provider District and the Sending District. In the event the pupil is hospitalized in a facility located outside of the Sending District, it is the Sending District's responsibility to inform the parent that instruction will be provided in accordance with Education Code section 48207 and 48208. In either circumstance, it may be necessary to exit the pupil from Provider District Program in order for the Sending District to provide the necessary in-home instruction or for the pupil to receive hospital instruction. In the event the Provider District and the Sending District agree that the Provider District will provide in-home or hospital instruction to the pupil, the Provider District shall separately bill the Sending District for such services.

12. Transportation

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

13. Due Process and Complaints

Provider District and Sending District agree to collaborate and fully cooperate in any due process proceeding involving a pupil currently attending or formerly enrolled in a Provider District

Program, including resolution sessions, mediations and hearings, as well as coordinating witness availability and producing documents regarding the pupil.

In the event Provider District is named as the sole LEA in a due process complaint, Provider District and Sending District agree that Sending District, as the pupil's school district of residence, is a necessary party to the due process proceedings.

a. Provider District and Sending District shall also fully participate in the investigation and provision of documentation related to any complaint filed with the State of California, the Office for CivilRights, or any other State and/or federal governmental body or agency.

14. Quarterly Billing

The Provider District shall bill the Sending District quarterly invoices based on the estimated costs on Exhibit A.

15. Final Accounting

The final invoice will include the appropriate documentation supporting the Provider District expenditures and revenues for the Provider District Program. Final invoice will be sent to the Sending District by October 15th of the following fiscal year.

16. Projected Enrollment/Facilities and Staffing Needs

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

17. Notices

All notices to be given pursuant to this Agreement, by either party to the other, shall be in writing and (a) delivered in person; (b) deposited in the United States Mail duly certified or registered, return receipt requested with postage prepaid; or (c) sent by Federal Express or other similar overnight delivery service. Notice is deemed to have been duly given and received upon (a) personal delivery; (b) as of the third business day after deposit in the Unities States Mail; or (c) the immediately succeeding business day after deposit with an overnight delivery service. Notices hereunder shall be provided to the following addresses, and such addresses may be changed by providing written notice in accordance with this Section:

Provider District:

School District: Anaheim Union High School District

Address: 501 N. Crescent Way

City: Anaheim, CA 92801

Attn:	Lauren Klatzker
Title:	Director, Special Youth Services
Telephone:	714-999-3528
Fax:	714-999-0622

Sending District

School District**:**	Capistrano Unified School District
Address:	33122 Valle Rd.
City:	San Juan Capistrano, CA 92675
Attn:	Clint Collins
Title:	Assistant Superintendent, Special Education SELPA
Telephone:	949-234-9272
Fax:	

18. No Waiver

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

19. Hold Harmless

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

20. Complete Agreement

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

21. Applicable Law

This Agreement is governed by California state and federal law, and shall be interpreted as if jointly drafted by the Parties to this Agreement.

22. Counterparts

This Agreement may be signed in counterparts. A copy or original of this document with all signature pages appended together shall be deemed a fully executed Agreement. Facsimile signatures shall be deemed as binding as original signatures.

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

APPROVED BY:

Anaheim Union High School District Provider District	Capistrano Unified School District Sender District
By: _____ Authorized Agent Signature	By: Suzanne Volpe Authorized Agent Signature
Jaron Fried, Assistant Superintendent Name/Title	Suzanne Volpe Name/Title
6/13/25 Date	5/21/25 Date
Date Approved by Provider District Board: 6/12/25	Date Approved by Sender District Board: 5/21/25

cc: SELPA

Docusign Envelope ID: 12926BBE-CB9F-418E-8FBB-DF07954573F0

EXHIBIT EEE

AVID Center

Products and Services Quote/Order

Quote/Order #: Q-91233
Client: Anaheim Union High School District
Address: 501 N Crescent Way
Anaheim, CA 92801

AVID Center Representative: Grecia Saavedra
Phone: {858} 654-5015
Email: gsaavedra@avid.org

Effective Date: July 01, 2025

Expiration Date: June 30, 2026

Anaheim High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Anaheim High School SUBTOTAL:	**$4,984.00**

Ball Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Ball Junior High School SUBTOTAL:	**$4,984.00**

Brookhurst Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Brookhurst Junior High School SUBTOTAL:	**$4,984.00**

Dale Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Dale Junior High School SUBTOTAL:	**$4,984.00**

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Katella High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Katella High School SUBTOTAL:	**$4,984.00**

Loara High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Loara High School SUBTOTAL:	**$4,984.00**

Oxford Academy			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Oxford Academy SUBTOTAL:	**$4,984.00**

Savanna High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Savanna High School SUBTOTAL:	**$4,984.00**

South Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		South Junior High School SUBTOTAL:	**$4,984.00**

Sycamore Junior High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Sycamore Junior High School SUBTOTAL:	**$4,984.00**

Docusign Envelope ID: 12926BBE-CB9F-418E-8FBB-DF07954573F0

Western High School			
QTY	PRODUCT NAME	UNIT PRICE	EXTENDED PRICE
1	AVID Membership Fees Secondary	$4,309.00	$4,309.00
1	AVID Weekly Secondary	$675.00	$675.00
		Western High School SUBTOTAL:	**$4,984.00**

TOTAL: $54,824.00

plus all applicable taxes

Additional Comments:

N/A

This AVID Center Products and Services Quote/Order is a Subsequent Quote/Order as defined in the General Terms and Conditions previously agreed to by AVID Center and the "Client" identified above ("Ts&Cs"). This Quote/Order and any exhibits or attachments hereto, together with the Ts&Cs (including the definitions of terms set forth at https://www.avid.org/Page/3290 or another location on AVID Center's website designated by AVID Center), supersedes all previous Quote/Orders and constitutes a binding agreement between AVID Center and Client with respect to the AVID Products and Services specified above. Certain AVID Products and Services may be cancelled by Client as set forth in AVID Center's Rest Assured Policy at https://www.avid.org/rest-assured-policy.

AVID Center is committed to assisting Client with a successful implementation. Additional information regarding professional learning registrations is listed below:

- Newly implementing AVID sites are best supported by a core site team of educators – at least 8 for AVID Secondary or 4 for AVID Elementary. In the initial year of implementation, Client agrees to enroll participants into AVID Summer Institute ("SI") equal to the minimum core site team described herein, unless AVID Center agrees otherwise on this Quote/Order. If other professional learning events are taken instead of SI, prices will be adjusted accordingly upon completion of the training event.
- For each existing site in year 2 and beyond of AVID implementation, Client agrees to enroll one (1) participant into AVID Ignite, unless Client notifies otherwise. If a participant is not enrolled or a registrant does not attend, Client will receive a voucher to be used for AVID Ignite in the following summer after payment has been received.

Client will be invoiced for the greater of the number of participants from a site registered for the event or committed to on this Quote/Order. No payment is due at the time of execution of this Quote/Order, notwithstanding anything to the contrary in the General Terms and Conditions. At the time of invoicing, AVID Center will verify registration fees for each site listed on this Quote/Order and any registrations which have been previously paid will be removed from the invoice. Payment will be due within thirty (30) days following receipt of AVID Center's invoice related to this Quote/Order. Each party has caused this Quote/Order to be signed by its duly authorized representative. The terms of this Quote/Order will control in the event of a conflict with any terms or conditions set forth in any purchase order or other document or communication from Client and any such terms and conditions are hereby rejected by AVID Center and of no effect.

AVID Center, a California Non-Profit Corporation 501(c)(3)		Anaheim Union High School District	
Sign:	Signed by: Steven J Silberman D0FEFB007S1A40C...	Sign:	
Print Name:	Steven J Silberman	Print Name:	Dr. Jaron Fried
Title:	Chief Business Officer	Title:	Assistant Superintendent, Ed. Division
Date:	5/15/2025 | 9:53 AM PDT	Date:	6/13/25
Email:	contracts@avid.org	Email:	melena_ma@auhsd.us

AVID Center
9797 Aero Drive, Suite 100
San Diego, CA 92123
Employer ID # 33-0522594

Amendment No. 02 to
Subcontract No. 2023-1957
between
The Regents of the University of California
and
Anaheim Union High School District

This Amendment to Subcontract # 2023-1957 is by and between The Regents of the University of California (University) and Anaheim Union High School District (Subcontractor).

Principal Investigator for University: June Ahn
Key Investigator for Subcontractor: Amy Kwon

The University and the Subcontractor hereby agree as follows:

1. To modify Article 1.D. TOTAL ESTIMATED COST to read, "It is estimated that the total cost to the University for performance of this Subcontract shall not exceed $189,000. This is an increase of the original funding by $63,000."

2. To modify Article 1.C. PERIOD OF PERFORMANCE to read, "The period of performance of this Subcontract shall be January 01, 2023 through October 31, 2025.

3. To modify Article 1.E. DELIVERY to read, "All materials and services called for to perform the Statement of Work under this Subcontract shall be completed and delivered to the University on or before October 31, 2025 unless extended by prior written authorization.

Except as revised above, the subcontract shall remain unchanged and in full force and effect.

The Regents of the University of California	Subcontractor
Wanda Seang	
Name Wanda Seang	Authorized Signature
Title Ancillary Agreements Officer	Dr. Jaron Fried
5/13/2025	6/13/25
Date	Date

Instructional Materials Submitted for Adoption
Thursday, June 12, 2025
May 8, 2025-June 12, 2025

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
English Language Arts	Suppl.	English 1 Ethnic Studies (#EN120)	9	*The Bear That Wasn't*	Dover
PE/ Health	Basic	Junior High Health eLearning Junior High Health (#HE700, HE 970)	8	*Comprehensive Health Skills for Middle School*	G-W

Instructional Materials Submitted for Display
Thursday, June 12, 2025
June 13, 2025-July 17, 2025

Curriculum	Basic/ Suppl.	Course Name (Number)	Grade	Title	Publisher
PE/Health	Basic	Comprehensive Health Skills for High School (HE100, HE910)	9th	*Comprehensive Health Skills for High School*	G-W
Dual Enrollment	Basic	Critical Analysis & Literature	9-12	*A Mercy*	Vintage
PE/Health	Suppl.	All Special Education Classes	7-12	*Teen Talk Adapted for All Abilities (Digital)*	Health Connected
Ethnic Studies	Suppl.	US History SDC Ethnic Studies (#SS 320)	9-12	*A Young People's History of the United States, Revised and Updated*	Seven Stories Press

EXHIBIT III

SCHEDULE A

STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Regular School Year 2024-2025

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
2425 – 303	08/04/2011	8	06/12/2025	OLIVE CREST	$35,000
2425 – 333	02/24/2010	8	06/12/2025	OAK GROVE CENTER	$85,000

Field Trip Report

Board of Trustees June 12, 2025

1. Brookhurst Junior High School: CADA (16 students - 12 female, 4 male)
   Adviser/Lead Chaperone: Male - Richard Rochin
   Chaperones: Female - Monica Alvarez, Shannon McNeil, and Xitlaly Sanchez

   To: UC Santa Barbara
   Dates: July 12, 2025 to July 15, 2025
   Purpose: CADA leadership trip
   Expenses: Parent/Student - Meals
   Site Funds - Registration, meals, transportation, and accommodations

   Number of school days missed for this trip: 0
   Number of school days missed previously: 0
   Total number of days missed by this group: 0

2. Cypress High School: Cheer and Song teams (50 students - 50 female, 0 male)
   Adviser/Lead Chaperone: Female - Sierra Ledesma
   Chaperones: Female - Annalise Belmares, Eileen Cueva, Kari Davis, Cathay Imai, Avery Jaminson, and Jennifer Willey

   To: UC Santa Barbara
   Dates: July 12, 2025 to July 15, 2025
   Purpose: CADA leadership trip
   Expenses: Parent/Student - Meals
   Site Funds - Registration, meals, transportation, and 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. Oxford Academy: Boys Basketball (15 students - 0 female, 15 male)
   Adviser/Lead Chaperone: Male - Paul Thavornvach
   Chaperones: Male - Keyon Pitchford and Terance Reaves

   To: Kailuna, HI
   Dates: November 20, 2025 to November 26, 2025
   Purpose: Basketball tournament
   Expenses: ASB/Club Fundraisers - Meals
   Parent/Student - Transportation and accommodations

   Number of school days missed for this trip: 2
   Number of school days missed previously: 0
   Total number of days missed by this group: 2

EXHIBIT KKK

LS Lozano Smith
ATTORNEYS AT LAW

AGREEMENT FOR LEGAL SERVICES

THIS AGREEMENT ("Agreement") is effective July 1, 2025 ("Effective Date"), between the ANAHEIM UNION HIGH SCHOOL DISTRICT ("Client") and the law firm of LOZANO SMITH, LLP ("Attorney") (each a "Party" and collectively the "Parties"). Attorney shall provide legal services as requested by Client on the following terms and conditions:

1. ENGAGEMENT. Client hires Attorney on an as-requested basis as its legal counsel with respect to matters the Client refers to Attorney. When Client refers a matter to Attorney, Attorney shall confirm availability and ability to perform legal services regarding the matter. After Attorney has completed services for the specific matter referred by Client, then no continuing attorney-client relationship exists unless Client requests further services and Attorney accepts a new engagement. If Attorney undertakes to provide legal services to represent Client in such matters, Attorney shall keep Client informed of significant developments and respond to Client's inquiries regarding those matters. Client understands that Attorney cannot guarantee any particular results, including the costs and expenses of representation. Client agrees to be forthcoming with Attorney, to cooperate with Attorney in protecting Client's interests, to keep Attorney fully informed of developments material to Attorney's representation of client, and to abide by this Agreement. Client is hereby advised of the right to seek independent legal advice regarding this Agreement.

2. RATES TO BE CHARGED. Client agrees to pay Attorney for services rendered based on the attached rate schedule. Agreements for legal fees on other-than-an-hourly basis may be made by mutual agreement for special projects (including as set forth in future addenda to this Agreement).

3. REIMBURSEMENT. Client agrees to reimburse Attorney for actual and necessary expenses and costs incurred in the course of providing legal services to Client, including but not limited to expert, consultant, mediation, arbitration fees and e-discovery service fees. Attorney shall not be required to advance costs on behalf of Client over the amount of $1,000 unless otherwise agreed to in writing by Attorney. Typical expenses advanced for Client, without prior authorization, include messenger fees, witness fees, expedited delivery charges, travel expenses, court reporter fees and transcript fees. Client authorizes Attorney to retain experts or consultants to perform services necessary to represent Client for a specific matter.

4. MONTHLY INVOICES. Attorney shall send Client a statement for fees and costs incurred every calendar month (the "Statement"). Statements shall set forth the amount, rate and description of services provided. Client shall pay Attorney's Statements within thirty (30) calendar days after receipt. An interest charge of one percent (1%) per month shall be assessed on balances that are more than thirty (30) calendar days past due, not to exceed 10% per annum.

5. COMMUNICATIONS BETWEEN ATTORNEY AND CLIENT. The Parties recognize that all legal advice provided by Attorney is protected by the Attorney-Client and Work Product

Privileges. In addition to regular telephone, mail and other common business communication methods, Client hereby authorizes Attorney to use facsimile transmissions, cellular telephone calls and text, unencrypted email, and other electronic transmissions in communicating with Client. Unless otherwise instructed by Client, any such communications may include confidential information.

6. POTENTIAL AND ACTUAL CONFLICTS OF INTEREST. If Attorney becomes aware of any potential or actual conflict of interest between Client and one or more other clients represented by Attorney, Attorney will comply with applicable laws and rules of professional conduct.

7. INDEPENDENT CONTRACTOR. Attorney is an independent contractor and not an employee of Client.

8. TERMINATION.

a. Termination by Client. Client may discharge Attorney at any time, with or without cause, by written notice to Attorney.

b. Termination by Mutual Consent or by Attorney. Attorney may terminate its services at any time with Client's consent or for good cause. Good cause exists if (a) Client fails to pay Attorney's Statement within sixty (60) calendar days of its date; (b) Client fails to comply with other terms and conditions of this Agreement, including Client's duty to cooperate with Attorney in protecting Client's interests; (c) Client has failed to disclose material facts to Attorney; or (d) any other circumstance exists that requires termination of this engagement under the ethical rules applicable to Attorney. Additionally, to the extent allowed by law, Attorney may decline to provide services on new matters or may terminate the Agreement without cause upon written notice to Client if Attorney is not then providing any legal services to Client. Even if this Agreement is not terminated, under paragraph 1, an attorney-client relationship exists only when Attorney is providing legal services to Client.

c. Following Termination. Upon termination by either Party: (i) Client shall promptly pay all unpaid fees and costs for services provided or costs incurred pursuant to this Agreement up to the date of termination; (ii) unless otherwise required by law or agreed to by the Parties, Attorney will provide no legal services following notice of termination; (iii) Client will cooperate with Attorney in facilitating the orderly transfer of any outstanding matters to new counsel, including promptly signing a substitution of counsel form at Attorney's request; and (iv) Client shall, upon request, be provided the Client's file documents maintained for the Client by Attorney and shall sign acknowledgment of receipt upon delivery of that file. For all Statements received by Client from Attorney prior to the date of termination, Client's failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services as shown in the Statement within thirty (30) calendar days of the date of termination shall be deemed Client's acceptance of and agreement with the Statement. For any billing appearing for the first time on a Statement received by Client

from Attorney after the date of termination, failure to notify Attorney in writing of any disagreement with either the services performed or the charges for those services within thirty (30) calendar days from receipt of the Statement shall be deemed to signify Client's acceptance of and agreement with the Statement.

9. MAINTENANCE OF INSURANCE. Attorney agrees that, during the term of this Agreement, Attorney shall maintain commercial liability and professional errors and omissions insurance.

10. CONSULTANT SERVICES. Attorney works with professional consultants that provide services, including but not limited to, investigations, public relations, educational consulting, leadership mentoring and development, financial, budgeting, management auditing, board/superintendent/chancellor relations, administrator evaluation and best practices, and intergovernmental relations. Attorney does not share its legal fees with such consultants. Attorney may offer these services to Client upon request.

11. DISPUTE RESOLUTION.

a. Mediation. Except as otherwise set forth in this section, Client and Attorney agree to make a good faith effort to settle any dispute or claim that arises under this Agreement through discussions and negotiations and in compliance with applicable law. In the event of a claim or dispute, either Party may request, in writing to the other Party, to refer the dispute to mediation. This request shall be made within thirty (30) calendar days of the action giving rise to the dispute. Upon receipt of a request for mediation, both Parties shall make a good faith effort to select a mediator and complete the mediation process within sixty (60) calendar days. The mediator's fee shall be shared equally between Client and Attorney. Each Party shall bear its own attorney fees and costs. Whenever possible, any mediator selected shall have expertise in the area of the dispute and any selected mediator must be knowledgeable regarding the mediation process. No person shall serve as mediator in any dispute in which that person has any financial or personal interest in the outcome of the mediation. The mediator's recommendation for settlement, if any, is non-binding on the Parties. Mediation pursuant to this provision shall be private and confidential. Only the Parties and their representatives may attend any mediation session. Other persons may attend only with the written permission of both Parties. All persons who attend any mediation session shall be bound by the confidentiality requirements of California Evidence Code section 1115, et seq., and shall sign an agreement to that effect. Completion of mediation shall be a condition precedent to arbitration, unless the other Party refuses to cooperate in the setting of mediation.

b. Dispute Regarding Fees. Any dispute as to attorney fees and/or costs charged under this Agreement shall to the extent required by law be resolved under the California Mandatory Fee Arbitration Act (Bus. & Prof. Code §§ 6200, et seq.).

c. Binding Arbitration. Except as otherwise set forth in section (b) above, Client and Attorney agree to submit all disputes to final and binding arbitration, either

following mediation which fails to resolve all disputes or in lieu of mediation as may be agreed by the Parties in writing. Either Party may make a written request to the other for arbitration. If made in lieu of mediation, the request must be made within sixty (60) calendar days of the action giving rise to the dispute. If the request for arbitration is made following an unsuccessful attempt to mediate the Parties' disputes, the request must be made within ten (10) calendar days of termination of the mediation. The Parties shall make a good faith attempt to select an arbitrator and complete the arbitration within ninety (90) calendar days. If there is no agreement on an arbitrator, the Parties shall use the Judicial Arbitration and Mediation Service (JAMS). The arbitrator's qualifications must meet the criteria set forth above for a mediator, except, in addition, the arbitrator shall be an attorney or a retired judge, unless otherwise agreed by the Parties. The arbitrator's fee shall be shared equally by both Parties. Each Party shall bear its own attorney fees and other costs. The arbitrator shall render a written decision and provide it to both Parties. The arbitrator may award any remedy or relief otherwise available in court and the decision shall set forth the reasons for the award. The arbitrator shall not have any authority to amend or modify this agreement. Any arbitration conducted pursuant to this paragraph shall be governed by California Code of Civil Procedure sections 1281, et seq. By signing this Agreement, Client acknowledges that this agreement to arbitrate results in a waiver of Client's right to a court or jury trial for any fee dispute or malpractice claim. This also means that Client is giving up Client's right to discovery and appeal. If Client later refuses to submit to arbitration after agreeing to do so, Client may be ordered to arbitrate pursuant to the provisions of California law. Client acknowledges that before signing this Agreement and agreeing to binding arbitration, Client is entitled, and has been given a reasonable opportunity, to seek the advice of independent counsel.

d. Effect of Termination. The terms and conditions of this section shall survive the termination of the Agreement.

12. ENTIRE AGREEMENT. This Agreement with its Professional Rate Schedule attached supersedes any and all other prior or contemporaneous oral or written agreements between the Parties. Each Party acknowledges that no representations, inducements, promises or agreements have been made by any person which are not incorporated herein, and that any other agreements shall be void. Furthermore, any modification of this Agreement shall only be effective if in writing signed by the Parties.

13. SEVERABILITY. Should any provision of this Agreement be held by a court of competent jurisdiction to be invalid, void or unenforceable, but the remainder of the Agreement can be enforced without failure of material consideration to any Party, then this Agreement shall not be affected and it shall remain in full force and effect, unless amended or modified by mutual consent of the Parties; provided, however, that if the invalidity or unenforceability of any provision of this Agreement results in a material failure of consideration, then, to the extent allowed by law, the Party adversely affected thereby shall have the right in its sole discretion to terminate this Agreement upon providing written notice of such termination to the other Party.

14. NON-WAIVER. None of the provisions of this Agreement shall be considered waived by either Party unless such waiver is specified in writing.

15. NO THIRD PARTY RIGHTS. This Agreement shall not create any rights in, or inure to the benefit of, any third party.

16. ASSIGNMENT. The terms and conditions of this Agreement may not be assigned to any third party. Neither Party may assign any right of recovery under or related to the Agreement to any third party.

17. EXECUTION IN COUNTERPARTS; SIGNATURES. This Agreement may be executed in counterparts with signatures appearing on separate signature pages. A copy, or an original, with all signatures appended together shall be deemed a fully executed Agreement. Signatures transmitted by facsimile or electronic image shall be deemed original signatures and binding on the Parties.

WHEREFORE, the Parties hereto, by their signatures below, enter into this Agreement pursuant to the above terms and conditions as of the Effective Date.

CLIENT SIGNATURE	**ATTORNEY SIGNATURE**
Anaheim Union High School District	**Lozano Smith, LLP**
BY *(Authorized Signature)*	BY *(Authorized Signature)* 
PRINTED NAME AND TITLE OF PERSON SIGNING Brad Jackson, Assistant Superintendent, Human Resources	PRINTED NAME AND TITLE OF PERSON SIGNING Karen M. Rezendes, Managing Partner
DATE EXECUTED	DATE EXECUTED 04/11/2025

Lozano Smith
ATTORNEYS AT LAW

PROFESSIONAL RATE SCHEDULE
FOR ANAHEIM UNION HIGH SCHOOL DISTRICT

HOURLY PROFESSIONAL RATES

Client agrees to pay Attorney by the following standard hourly rate*:

Partner**/ Senior Counsel/ Of Counsel	$ 350 - $ 410 per hour
Associate	$ 275 - $ 340 per hour
Paralegal/ Law Clerk	$ 225 - $ 300 per hour
Consultant	$ 125 - $ 395 per hour

* Rates for individual attorneys within each category above vary based upon years of experience. Specific rates for each attorney are available upon request. ** Rates for work performed by Senior Partners with 20 years of experience or more may range from $395 - $450 per hour.

SALE OR LEASE OF REAL PROPERTY WORK

Partner/ Senior Counsel/ Of Counsel	$ 450 per hour
Associate	$ 375 per hour
Paralegal/ Law Clerk	$ 225 per hour

BILLING PRACTICE

Lozano Smith will provide a monthly, itemized Statement for services rendered. Time billed is broken into 1/10 (.10) hour increments, allowing for maximum efficiency in the use of attorney time. Invoices will clearly indicate the department or individuals for whom services were rendered.

Written responses to audit letter inquiries will be charged to Client on an hourly basis, with the minimum charge for such responses equaling .5 hours. Travel time shall be prorated if the assigned attorney travels for two or more clients on the same trip.

COSTS AND EXPENSES

Facsimile	No Charge
Copying and Printing	$0.25 per page
Postage	Actual Usage
Mileage	IRS Standard

Other costs, such as messenger, meals, and lodging shall be charged on an actual and necessary basis.

LEADERSHIP COACHING AND CONSULTING

As part of Lozano Smith's Concierge Consulting Services (CCS), clients have the option of receiving up to five (5) hours of complimentary services which can be utilized each fiscal year. These services may include coaching, mentoring, or strategic planning guidance from a CCS Consultant.

FIRST AMENDMENT TO AGREEMENT FOR THE PROVISION OF INSTRUCTIONAL PROGRAMS, SOCIAL WORK

Contract Number:
C21-0583

This FIRST AMENDMENT TO AGREEMENT FOR THE PROVISION OF INSTRUCTIONAL PROGRAMS, SOCIAL WORK ("First Amendment"), dated this 28th day of April, 2025 (the "Amendment Effective Date"), is made and entered into in the State of California by and between the Trustees of the California State University, which is the State of California acting in its higher education capacity ("UNIVERSITY"), on behalf of Cal State University, Fullerton, through CSU's duly appointed and acting officer, and

AGENCY'S NAME	
ANAHEIM UNION HIGH SCHOOL DISTRICT	("AGENCY").

The term "AGENCY" includes Contractor and its sub-contractors. UNIVERSITY and AGENCY are referred to individually as a "Party" and collectively as "Parties." The term "Campus" shall include any campus or administrative office of CSU.

For and in consideration of the mutual covenants and obligations stated in the Contract, the Parties agree that, effective on the Amendment Effective Date, the Contract with the Contract Number first written above by and between the Parties is hereby amended as follows:

1. 6.0 INSURANCE

UNIVERISTY and AGENCY shall each secure and maintain insurance coverage during the Term, at their respective sole expense, of the types noted below and with the respective minimum limits covering themselves including their employees, officers, agents, and volunteers. Each party reserves the right to request, and agrees to provide upon request, documentation of such coverage(s). If any documented policy is cancelled before the expiration thereof, written notice shall be delivered to the other party in accordance with policy provisions. Each party acknowledges that such insurance coverage requirements may be addressed through a variety of risk financing methods including commercial insurance, self-insurance, risk sharing pool, captive, or combination thereof and that when placed with commercial insurers, such insurers shall have an A.M. Best rating of no less than A, VII or equivalent or as accepted by the other party.

A. **Comprehensive or Commercial Form General Liability with minimum limits as follows**:
   - Each Occurrence: $2,000,000, General Aggregate: $4,000,000

B. **Business Automobile Liability (minimum limits):**
   - Each Occurrence: $1,000,000 Combined Single Limit for owned, scheduled, hired or non-owned vehicles

C. **Workers' Compensation Liability:**
   - Minimum limit as required by statute
   - Employer's Liability: Minimum limit of $1,000,000 per each accident, employee, and disease

D. **Professional Liability coverage** (appropriate to the professional activities):
   - Minimum limits: $1,000,000 per claim, $2,000,000 per policy
   - Coverage to be maintained for a period of five (5) years beyond the Term

E. **Sexual Abuse and Molestation Liability with minimum limits as follows:**
   - Each Occurrence: $2,000,000, General Aggregate $4,000,000

The foregoing insurance limits and/or requirements shall be subject to modifications to coverage forms and/or limits as mandated from time to time by the respective insurance programs of the parties. Both parties agree to provide the other party with no less than thirty (30) days' written notice of any change in coverage forms and/or limits. In the event of such change, both parties agree to renegotiate insurance requirements, if necessary, within thirty (30) calendar days from receipt of notification of such change

("renegotiation period"). New terms regarding coverage forms and/or limits shall be mutually agreed upon by the parties and shall be evidenced by a written amendment to this Agreement issued within the renegotiation period. If the parties are unable to renegotiate said coverage forms and/or limits during the renegotiation period, this Agreement shall automatically terminate at the end of the renegotiation period unless the parties mutually agree in writing to extend the renegotiation period for an additional thirty (30) days.

University has elected to be self-insured for its general liability, worker's compensation, professional liability, motor vehicle liability, and property exposures through an annual appropriation from the General Fund. As a State agency, the California State University, Office of the Chancellor, the Trustees, and its system of campuses are included in this self-insured program.

Each party shall require the carriers of required coverages to waive all rights of subrogation against the other party, its officers, employees, agents, volunteers, contractors and subcontractors. All general or auto liability insurance coverage provided shall not prohibit both party's employees or agents from waiving the right of subrogation prior to a loss or claim. Both parties hereby waive all rights of subrogation against the other party.

Both party'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.

The Office of Risk Management in the Chancellor's Office administers the general liability, workers' compensation, property, and professional liability programs. The State Office of Risk and Insurance Management administers the motor vehicle liability program.

Under this form of insurance, the State and its employees (as defined in Section 810.2 of the Government Code) are insured for any tort liability that may develop through carrying out official activities, including state official operations on non-state owned property. Should any claims arise by reason of such operations or under an official contract or license agreement, they should be referred to the California State University, Office of Risk Management, 401 Golden Shore, 5th Floor, Long Beach, CA 90802-4210.

2. 7.0 INDEMNIFICATION

UNIVERSITY shall defend, indemnify, and hold harmless AGENCY, its officers, employees, and agents from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UNIVERSITY, its officers, employees, agents or volunteers.

AGENCY shall defend, indemnify, and hold harmless the State of California, the Trustees of the California State University, California State University, Fullerton, and each of their officers, employees, agents, and volunteers from and against any and all liability, loss, expense, attorney's fees, or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of AGENCY, its officers, employees, volunteers, or agents.

Except as amended herein, all other terms and conditions of the Contract, as amended, shall continue in full force and effect.

IN WITNESS WHEREOF, this Amendment has been executed by the parties hereto.

UNIVERSITY	CONTRACTOR
Trustees of the California State University	**Anaheim Union High School District**
BY (AUTHORIZED SIGNATURE) DATE ➢ Kristiann Bonus 04/28/2025	BY (AUTHORIZED SIGNATURE) DATE ➢ 06/12/2025
PRINTED NAME AND TITLE OF PERSON SIGNING **Kristiann Bonus Buyer II**	PRINTED NAME AND TITLE OF PERSON SIGNING Brad Jackson, Assistant Superintendent, Human Resources
ADDRESS 2600 Nutwood Ave. Suite 300, Fullerton CA 92831	ADDRESS 501 N. Crescent Way, Anaheim, CA 92801

EXHIBIT MMM

University of Massachusetts Global A private nonprofit affiliate

SCHOOL OF ARTS AND SCIENCES PRACTICUM PLACEMENT AGREEMENT

This Agreement is made and entered into by UMASS GLOBAL, hereinafter called the "University" and Anaheim Union High School District, hereinafter called "Agency" for the purpose of providing clinical practicum experience for students in the **Master of Arts Marriage and Family Therapy program.**

University, on behalf of its Master of Arts in Marriage and Family Therapy program designates the above organization as an approved setting for practicum instruction by the signing of this Agreement.

TERM OF THE AGREEMENT

This Agreement shall commence upon the first date on which it has been signed by both parties (the "Effective Date") and continue until June 12, 2029 or until terminated by either party giving written notice to the other.

The parties may renew this agreement by signed written agreement.

SECTION I: RELATIONSHIP OF THE PARTIES

1. The trainee is a student of the University and is supervised by the supervisor in accordance with the statutes, regulations, and professional standards governing Marriage and Family Therapists.

2. The University shall approve of and coordinate placement with the Agency.

3. The Agency shall coordinate with the university's Marriage and Family therapy program in accordance with the statutes, regulations, and professional standards governing Marriage and Family Therapists.

4. The supervisor shall be employed or contracted by the Agency and shall provide supervision of the trainee's supervised practicum experience in compliance with the statutes, regulations, and professional standards governing Marriage and Family Therapists.

SECTION II: GOALS OF THE SUPERVISED PRACTICUM EXPERIENCE

1. To provide an integrated course of studies that prepares students in implementing systemic relational treatment.

2. To train students specifically in systems theories and concepts and the application of marriage and family relationship counseling principles and methods.

3. To encourage students to develop foundational skills that are related to clinical practices.

4. To teach students a variety of effective clinical techniques and modalities that may be utilized to improve, restore, or maintain healthy individual, couple, and family relationships.

5. To prepare students to be culturally accepting and to create an environment that is accepting of all people.

6. To educate students in the therapeutic, clinical, and practical considerations involved in the legal and ethical standards according to the AAMFT code of ethics.

7. To gain supervised practicum experience by working under the supervision of a licensed clinical supervisor affiliated with the agency.

SECTION III: UNIVERSITY AGREES TO:

1. Approve the Agency for each trainee.

2. Provide each supervisor a login for the university online practicum tracking system for supervisors to complete student clinical evaluations and approve clinical hours.

3. Coordinate the terms of the relevant appendices with the supervisor at Agency and with the trainee.

4. To remain in constant communication with the agency.

5. 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.

SECTION IV: AGENCY AGREES TO:

1. Provide the trainee and the supervisor with the documentation necessary to verify that the clinical site is one that is named in law, that the trainee's position at Agency is in accordance with the law and a description of the duties performed by the trainee are available for review.

2. Appropriately evaluate the qualifications and credentials of any employee who provides supervision to clinical trainees.

3. Provide supervision of the student(s) practicum experience in compliance with the statutes, regulations and professional standards governing Marriage and Family Therapy.

4. Provide the University with a current copy of their supervisor's clinical license and shall immediately notify the University and the trainee of any action that may affect their license.

5. Provide adequate resources to the trainee and the supervisor in order that they may provide clinically appropriate services to clients.

6. Orient the trainees and supervisor to the policies and practices of the Agency.

7. Notify the University in a timely manner of any difficulties in the work performance of the student.

8. Provide the trainee and the supervisor with an emergency response plan which assures the safety and security of the trainee, supervisor, and trainee's clients.

9. Provide the trainee with a minimum of 400 hours over a 12-month span (300 direct client contact hours, in which 100 of those hours are relational hours and 100 hours of clinical supervision). The total hours may vary based on state specific requirements.

10. Allow students to complete a minimum of 6 recordings (video or audio) for the purpose of observational supervision that will be utilized in the trainee practicum course or during clinical supervision.

11. Provide the trainee an opportunity to serve diverse clients which includes but is not limited to race, age, gender, ethnicity, sexual orientation, relationship status, gender identity, socioeconomic status, disability, health status, religious or spiritual belief, religious or spiritual affiliation, national origin or other social categories, immigration status, and/or language.

SECTION V: GENERAL PROVISIONS

1. **Indemnification**. The University agrees to indemnify, hold harmless, and defend the Agency, its agents and employees from and against all loss or expense (including costs and attorney fees) resulting from liability imposed by law upon the Agency because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with this Agreement and due or claimed to be due to the negligence of the University, its agents or employees 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 University, its officers, employees, or agents.

The Agency agrees to indemnify, hold harmless, and at the University's request, defend the University, its agents and employees from and against all loss or expenses (including costs and attorney fees) resulting from liability imposed by law upon the Agency because of bodily injury to or death of any person or on account of damages to property, including loss of use thereof, arising out of or in connection with the Agreement, and due or claimed to be due to the negligence of Agency, its agents or employees 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 Agency, its officers, employees, agents, or trainees.

2. **Insurance**. The University and Agency mutually agree that each shall provide and maintain Commercial General Liability (CGL) on an "occurrence" basis acceptable to both parties including coverage for property damage, bodily injury, personal & advertising injury, and products & completed operations. Limits shall be no less than $1,00,000 per occurrence and $3,000,000 annual aggregate. UNIVERSITY shall provide and maintain abuse or molestation insurance providing coverage for all students for the actual abuse or molestation with limits of not less than $1,000,000 per occurrence and $3,000,000 aggregate.

   The parties shall each further secure and maintain at all times during the term of this Agreement, at their respective sole expense, professional liability insurance covering themselves and their respective employees. The covered professionals under this policy shall be appropriate for the programs involved. University shall either provide coverage on behalf of program participants (students) or require program participants (students) to secure such coverage. Such coverage provided by the University and Agency may be afforded via commercial insurance, self-insurance, a captive, or some combination thereof at limits of at least $1,000,000 per claim or occurrence and $2,000,000 aggregate.

   Each party shall furnish the other party with a certificate of insurance and amendatory endorsements as needed to ensure mutual compliance. Each insurance policy required shall not be canceled or allowed to lapse without adequate notice to the other party.

   Regardless of employment status, each trainee/student of the University shall procure and maintain in force during the term of their supervised practicum experience, at the student's sole cost and expense, professional liability insurance in amounts reasonably necessary to protect the student against liability arising from any and all negligent acts or incident caused by the student. Coverage under such professional liability insurance shall be not less than one million dollars ($1,000,000) for each occurrence and two million dollars ($2,000,000) in the aggregate.

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

   The University and Agency mutually agree that the students/trainees are learners who are fulfilling specific requirements for practicum experiences as part of a degree requirement. Therefore, regardless of the nature or extent of the acts performed by them, students/trainees

are not to be considered paid employees of the University or Agency for any purpose including Workers' Compensation or any other employee benefit programs. The students/trainees shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

If the student is an Agency employee, Agency acknowledges that each student/trainee under this Agreement shall be a paid employee of the Agency and thus covered under the Agency's insurance policies, including Workers' Compensation, to the extent available to other employees.

3. **Termination**. Either Party may terminate this Agreement without cause by giving the other Party 30 days written notice of the intention to terminate, provided that all trainees placed at Agency at the time of termination shall be given the opportunity to complete their rotation and appropriate steps are taken to ensure appropriate termination or transfer of psychotherapeutic patients.

4. **Arbitration**. Any controversy or claim arising out of or relating to this Agreement, or the breach thereof, shall be settled by a single arbitrator in the County of Orange, California, administered by the American Arbitration Association under its Commercial Arbitration Rules, and judgment on any award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The discovery provisions of the California Code of Civil Procedure relating to arbitration, including the provisions of §1283.05, shall be applicable to the arbitration proceeding. The costs of any such proceeding shall be paid by the party instigating the arbitration unless such party is declared by the arbitrator to be substantially successful in securing the award of the determination sought by such party in such proceedings, in which event the costs of such proceedings shall be paid by the unsuccessful party or parties. Notwithstanding the above, in the event any party wishes to obtain injunctive relief or a temporary restraining order, such party may initiate an action for such relief in a court of law and the decision of the court of law with respect to the injunctive relief or temporary restraining order shall be subject to appeal only through the courts of law. Should the parties, prior to submitting a dispute to arbitration, desire to utilize other impartial dispute settlement techniques such as mediation or fact-finding, a joint request for such service may be made to the American Arbitration Association, or the parties may initiate such other procedures as they may mutually agree at such time. The provisions of this Section shall survive the termination of this Agreement.

5. **Removal.** University or Agency may immediately remove any student deemed to be clinically unsafe to clients, employees, or others. The party who took the action to remove the student shall notify the other party of said action as soon as possible, but in no event later than 48 hours after said removal. Agency reserves the right to prohibit the return of any such student(s) unless a corrective action plan satisfactory to Agency has been proposed and its compliance assured by the student. Agency further reserves the right to request University to remove any student whose conduct is contrary to Agency's standards of conduct as set forth in its policies and procedures.

6. **Amendment.** This agreement may be amended at any time, but any amendment must be in writing and signed by each party. This agreement contains the entire understanding of the parties regarding their rights and duties. Any alleged oral representation or modification concerning this agreement shall be of no force or effect unless contained in a subsequent written modification signed by all parties.

7. **Assignment**. Neither party shall have the right to assign 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 University and Facility.

8. **Entire Agreement**. This Agreement constitutes the entire agreement and understanding of the parties with respect to its subject matter. No prior or contemporaneous agreement or understanding will be effective.

9. **Student Status**. The parties agree that the students are fulfilling specific requirements for practicum experiences as part of a degree program requirement, therefore, regardless of the nature or extent of the acts performed by them, that the students are not to be considered employees or agents of University for any purpose, including Workers' Compensation or employee benefit programs, and the students shall not be entitled to any monetary remuneration for services performed by them in the course of their training.

10. **Independent Contractors**. The parties acknowledge that they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, franchise or partnership relation between the parties and neither party shall so hold itself out. Neither party shall have the right to obligate or bind the other party in any manner whatsoever, and nothing contained in this Agreement shall give or is intended to give any right of any kind to third persons.

SECTION VI: MISCELLANEOUS

1. If any term or provision of this Agreement is for any reason held to be invalid, such invalidity shall not affect any other term or provision, and this Agreement shall be interpreted as if such term or provision had never been contained in this Agreement.

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

3. 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.

4. This Agreement is intended by the parties to benefit themselves only and is not intended or designed to or entered for the purpose of creating any benefit or right for any person or entity of any kind that is not a party to this Agreement.

5. Both parties agree to comply with all applicable federal and state nondiscrimination, equal opportunity and affirmative action laws, orders and regulations. Neither party will engage in unlawful discrimination or harassment against any person because of race, color, religion, sex, national origin, ancestry, age, marital status, disability, protective order status, unfavorable discharge from the military, or status as a disabled veteran or a veteran of the Vietnam era.

6. This Agreement shall not be binding until signed by all parties. The persons signing this Agreement represent and warrant that they have authority to bind their respective parties.

7. All notices required under this Agreement shall be deemed to have been fully given when made in writing and deposited in the United States mail, postage prepaid, certified mail, return receipt requested, and addressed as follows:

If to University:
UMass Global
Attn: School of Arts and Sciences, Contracts
65 Enterprise Suite 150
Aliso Viejo, CA 92656

If to Agency:
Agency Name: Anaheim Union High School District
Attn: Brad Jackson
Address: 501 N. Crescent Way
Anaheim, CA 92801

SECTION VII: SIGNATURES

University: UMass Global

Signature _____

Date: 5/15/2025

University's Signatory Name and Title: David Andrews, Chancellor and CEO

Agency: Anaheim Union High School District

Signature: _____

Date: _____

Agency's Authorized Signatory Name and Title: Brad Jackson, Assistant Superintendent, HR

ANAHEIM UNION HIGH SCHOOL DISTRICT
CONFIDENTIAL
2024/2025 SALARY SCHEDULE
Effective 7/1/23 - BOT Approved on 3/7/24 - Revised 6/12/25

EXHIBIT NNN

Salary Range	Position Title	STEP 1	STEP 2	STEP 3	STEP 4	STEP 5	STEP 6	STEP 7	STEP 8	STEP 9	STEP 10	
60		5,536.00	5,760.00	5,987.00	6,231.00	6,485.00	6,734.00	6,871.00	7,010.00	7,148.00	7,294.00	Monthly
61		5,837.00	6,063.00	6,289.00	6,533.00	6,785.00	7,037.00	7,175.00	7,313.00	7,451.00	7,594.00	Monthly
63	EXECUTIVE ASSISTANT (until 6/30/25) HUMAN RESOURCES ASSISTANT (until 6/30/25)	6,139.00	6,370.00	6,614.00	6,868.00	7,127.00	7,398.00	7,539.00	7,686.00	7,833.00	7,983.00	Monthly
65	EXECUTIVE ASSISTANT (eff. 7/1/25) HUMAN RESOURCES ASSISTANT (eff. 7/1/25)	6,432.00	6,674.00	6,930.00	7,196.00	7,467.00	7,751.00	7,899.00	8,053.00	8,207.00	8,364.00	Monthly
67	SENIOR EXECUTIVE ASSISTANT (until 6/30/25)	6,734.00	6,988.00	7,254.00	7,535.00	7,822.00	8,120.00	8,276.00	8,439.00	8,599.00	8,769.00	Monthly
69	SENIOR EXECUTIVE ASSISTANT (eff. 7/1/25)	7,056.00	7,322.00	7,600.00	7,895.00	8,196.00	8,508.00	8,671.00	8,842.00	9,010.00	9,188.00	Monthly

Each longevity step stands on its own and is not cumulative nor compounded. Longevity:
2% plus $646 after ten (10) years of service with AUHSD
4% plus $1,922 additional after fifteen (15) years of service with AUHSD
7% plus $3,538 additional after twenty (20) years of service with AUHSD
10% plus $4,615 additional after twenty-five (25) years of service with AUHSD
12% plus $4,615 additional after thirty (30) years of service with AUHSD

ANAHEIM UNION HIGH SCHOOL DISTRICT

NON CLASSIFIED EMPLOYEES
2024/2025 SALARY SCHEDULE
Effective 7/1/24 - BOT Approved on 3/6/25 - REVISED 6/12/25

	Position Title	SALARY	
	AIME STUDENT WORKER PSYCHOLOGY INTERN STUDENT WORKER (eff. 1/1/25) TUTOR - AVID TUTOR - CAREER PATHWAYS TUTOR - LAEP TUTOR - GENERAL WORKABILITY STUDENT (eff. 1/1/25)	16.50	HOURLY
	SUBSTITUTE INSTRUCTIONAL ASSISTANT/BABYSITTER	17.35	HOURLY
	AIME ASSISTANT	20.27	HOURLY
	INTERN - GENERAL (CLASSIFIED) (eff. 5/1/25)	20.00	HOURLY
	CUSTODIAN (RESTRICTED)	23.43	HOURLY

Human Resources Division, Certificated Personnel

1. Resignations/Retirements, effective as noted:

Batinga, Cherie	Retirement	5/23/25
Bruner, Alison	Resignation	6/2/25
Calderon, Angelica	Resignation	5/23/25
Cobian -Mejia, Erik	Resignation	6/26/25
Daneguldberg, Ethan	Resignation	5/23/25
Flinner, Michael	Retirement	5/23/25
Freeman, Lisa	Retirement	5/23/25
Leon, Emilia	Retirement	5/23/25
Neitz, Caitlyn	Resignation	6/27/25
O'Hern, Patrick	Retirement	5/23/25
Osbeck, Delaney	Resignation	5/23/25
Pontius, Jamie	Resignation	6/27/25
Yamaguchi, Troy	Resignation	5/23/25

2. Leaves of Absence:

Morganstern, Geoffrey, Brookhurst Junior High School, to serve as President of Teachers United/ASTA, effective for the 2025-26 school year, with pay and with benefits. The cost reimbursement by ASTA at the long-term substitute rate of pay per Board Policy 6306.

3. Employment:

A. Counselor(s)/Temporary:

		Column	Step
An, Lahee	7/16/25	03	02
Field, Heather	7/16/25	03	04
Gonzalez, Natalie	7/16/25	03	02
Han, Rachel	7/16/25	03	04
Lu, Amanda	7/16/25	03	05
Oshima, Amy	7/16/25	03	02
Pefley, Mackenna	7/16/25	03	03
Rodriguez, Clarissa	7/16/25	03	02
Serkez, Amber	7/16/25	03	10
Torres, Olga	7/16/25	02	02
Valencia, Maria	7/16/25	03	02

B. Day-to-Day Substitute Counselor(s), effective as noted:

Genovese, Andrea 4/22/25

C. Interim Administrator Salary Placements, effective as noted:

		Range	Step
Fujimoto, Diana	3/31/25	35	3

Interim Director of English Learners and Multilingual Services

D. Temporary Administrator Salary Placements, effective as noted:

		Range	Step
Arroyo, Cristina Social Worker	7/6/25	18	02
Estrada, Roslynn Social Worker	7/16/25	18	02
Couso, Delaney Social Worker	7/16/25	18	03
Gama-Hernandez, Rosalba Social Worker	7/16/25	18	06
Gomez, Rebeca Social Worker	7/16/25	18	06
Keizer, McKinna Social Worker	7/16/25	18	02
Kim, Crystal Social Worker	7/16/25	18	05
Moser, Corina Social Worker	7/16/25	18	03
Santiago Berumen, Eloy Social Worker	7/16/25	18	03
Torres-Miranda, Karen Social Worker	7/16/25	18	01

E. Administrator Substitute, on an if and as needed basis, at the noted authorized salary per day, effective as noted:

Partida, Elizabeth 7/16/25
Social Worker

F. Temporary Contract Junior ROTC Teachers, granted a one-year contract for 2025-26 with pay per military contract:

Medina Ocascio, Freddy Anaheim High School
Truby Jr., Richard Anaheim High School

4. Extra Service Compensation:

A. Additional Salary, for an extra period of coverage to be paid tenthly and based on the individual's salary for 2024-25, effective as noted: (General Funds)

Torres, Carolyn 10/14/2024

B. Doctorate Stipend, to be paid to the following individual(s) for an earned doctorate stipend, effective as noted:

Amancio, Gilbert	7/1/25

C. Curriculum Specialist Additional Work Days, for the 2025-26 school year, for the following individuals, 15 additional days, effective July 1, 2025, at their per diem rate of pay. (EIA-LEP/Title II/LCFF/General Fund/Library Media Fund)

Arellano, Geisy	Ethnic Studies Curriculum Specialist
Childers, Kaitlin	Math Curriculum Specialist
Cooke, MaryJo	PE Curriculum Specialist
Hatcher, Patricia	Health Curriculum Specialist/AIME
Olson, Tracy	Special Education Curriculum Specialist
Patino, Reuben	Education Technology Curriculum Specialist
Reall, Julieanne	Career Readiness, Work-Based Learning Curriculum Specialist
Rosenberg, Paola	Plurilingual Curriculum Specialist
Russell, Jeffrey	District Athletic Director
Switzer, Michael	English Curriculum Specialist
Vera, Jecenia	District Librarian and Media Specialist
Vy, Hoang	Plurilingual Services Curriculum Specialist
Yett, Jessica	Science Curriculum Specialist

D. Additional Work Days, for the 2025-26 school year, for the following certificated coordinator, with 25 additional days, at their per diem rate of pay (TUPE Funds). Additional work days may begin anytime from July 28, 2025, through June 30, 2026.

Vicky Azevedo	District TUPE Project Coordinator

E. Additional Work Days, for the 2025-26 school year, for the following certificated principal, with up to 10 additional days, effective July 1, 2025, at their per diem rate of pay. (General Funds)

Crawford, Bindi

F. Additional Work Days, for the following certificated assistant principal, with up to 2 additional days, effective between June 1, 2025 - July 31, 2025, at their per diem rate of pay. (General Funds)

Hightower, Jayette

5. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Brown, Jared	5/21/25
Duffy, Wesley	5/29/25
Franco, Leticia	5/5/25
Gleason, Anna	5/7/25
Guzman Velasquez, Irene	4/28/25
Holliday, Brian	5/13/25
Juarez, Fernanda	5/30/25

Lam, Kate	5/16/25
Lane, Jessica	5/29/25
Morse, Emilie	5/22/25
Rodriguez, Brenda	5/8/25
Virrueta, Ricardo	5/3/25
Vu, Thibachphuong	5/16/25

6. Extra Service Assignments, employment effective as noted:

Classified:

	Salary	Term	Effective
Katella			
Lua, Ulises Soccer	$4162	Season	11/2/24
Pizano, Jeffrey Tennis	$5745	Season	1/27/25
Kennedy			
Wu, Marlene Speech & Debate	$2308	1st Semester	8/7/25
Wu, Marlene Speech & Debate	$2308	2nd Semester	1/6/25
Savanna			
Worley, Seth Tennis	$4162	Season	1/27/25

1. **Retirements/Resignations/Terminations, effective as noted:**

	Location	Effective
Arias Herrera, Abraham Instructional Assistant – Bilingual (Spanish)	Loara High School	05/22/2025
Boyd, Xavier Food Services Assistant 1	Western High School	05/09/2025
Elizondo, Daniel Instructional Assistant – Behavioral Support	Hope School	05/20/2025
Haro, Alyssa Instructional Assistant – Behavioral Support	Hope School	05/22/2025
Hess, Stephen Instructional Assistant – Behavioral Support	Dale Jr. High School	03/07/2025
Ibarra, Erika Food Services Assistant 1	Food Services Department	05/12/2025
O'Campo, Jaylin Instructional Assistant – Behavioral Support	Magnolia High School	05/22/2025
Pierson, Judith Instructional Assistant – Specialized Academic Instruction	Anaheim High School	01/06/2025
Rios, Sergio Instructional Assistant – Behavioral Support	Hope School	05/22/2025
Russell, Tanica Instructional Assistant – Behavioral Support	Loara High School	05/22/2025
Zalameda, Raquel Instructional Assistant – Behavioral Support	Hope School	05/22/2025

2. **Leaves of Absence:**

Carrillo, Liliana, for education, without pay and without health benefits, from 3/12/25 through the end of the working day on 5/23/25.

Carrillo, Rogelio, for education, without pay and without health benefits, from 1/21/25 through the end of the working day on 5/12/25.

Castro-Perez, Monserrat, for personal reasons, without pay and without health benefits, from 3/8/25 through the end of the working day on 5/22/25.

Dimatulac, Teresa for education, without pay and without health benefits, from 4/7/25 through the end of the working day on 5/16/25.

Valle, Sharon, for personal reasons, without pay and without health benefits, from 3/17/25 through the end of the working day on 5/22/25.

3. **Employment, effective as noted:**

	Range/Step:	**Effective:**
Permanent Employees:		
Albertini, Tony Bus Driver	55/03	05/14/2025
Boyd, Xavier Food Services Assistant 1	41/04	04/28/2025
Bunney, Israel Food Services Manager 2	05/04	04/28/2025
Fernandez, Victoria Wellness Coach	59/01	05/06/2025
Garcia, Sofia Wellness Coach	59/01	05/02/2025
Murgo Mundo, Gloria Food Services Assistant 1	41/04	04/28/2025
Torres, Destiny Wellness Coach	59/01	04/30/2025
Valdez, Karla Wellness Coach	59/05	04/30/2025
Viera, Christian Wellness Coach	59/01	05/12/2025
Promotions:		
Figueroa, Dennis Instructional Assistant – Behavioral Support	51/02	05/19/2025
Velasquez, Tanya Secretary – Program Support (Bilingual)	53/01	05/27/2025
Substitute Employees:		
Akiya, Kaho Substitute Arts Assistant 2	60/10	05/29/2025
Baldovinos, Karen Substitute Arts Assistant 2	60/10	05/15/2025

Banks, Zariah Substitute Babysitter	43/01	05/01/2025
Castro, Fernando Substitute Instructional Assistant – Adult Transition	51/01	05/13/2025
Castro, Fernando Substitute Instructional Assistant – Behavioral Support	51/01	05/13/2025
Castro, Fernando Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/13/2025
Durazo, Haley Substitute Arts Assistant 2	60/10	04/25/2025
Hernandez, Makayla Substitute Arts Assistant 2	60/10	05/27/2025
Jaramillo, Jessika Substitute Athletic Facilities Worker 2	52/01	05/09/2025
Kao, Pei-Wen Substitute Arts Assistant 2	60/10	05/10/2025
Ochoa, Francisco Substitute Campus Safety Aide	43/03	05/12/2025
Proxmire, James Substitute Bus Driver	55/03	04/28/2025
Roque, Luis Substitute Warehouse Worker	51/01	05/19/2025
Russell, Tanica Substitute Instructional Assistant – Adult Transition	51/01	05/23/2025
Russell, Tanica Substitute Instructional Assistant – Behavioral Support	51/01	05/23/2025
Russell, Tanica Substitute Instructional Assistant – Special Abilities	51/01	05/23/2025
Russell, Tanica Substitute Instructional Assistant – Specialized Academic Instruction	43/01	05/23/2025

4. **Food Services Student Workers**

	Effective
Cardenas, Francisco III	05/01/2025
Guarneros, Giancarlo	04/25/2025
Ismail, Mohamed	05/02/2025
Stephan, Luke	05/01/2025
Stephan, Patrick	05/01/2025
Tellez, Abigail	05/22/2025
Than, Russell	04/25/2025
Velasco, Sofia	04/25/2025

5. **Workability, current minimum wage or stipend of $256 effective as noted:**
(Workability Grant Funds)

	Effective
Abonce, Melanie	05/25/2025
Bane, Jonathan	05/25/2025
Benitez-Jimenez, Alyssa	05/23/2025
Calderon, Noah	05/25/2025
Cross, Saniya	05/25/2025
Dorsey, Tanishia	05/23/2025
Elghazaly, Ahmed	05/25/2025
Fonseca, Angel	05/25/2025
Joseph, Alex	05/25/2025
Lozano, Adrian	05/23/2025
Maldonado, Diego	05/23/2025
Martinez, Christianpher	05/25/2025
Murdock Trinity	05/25/2025
Nava Bravo, Alberto	05/23/2025
Ortega-Jacobo, Ariadna	05/23/2025
Parra, Sabrina	05/25/2025
Persinger, Sarah	05/23/2025
Rambo, Brandon	05/25/2025
Robles, Angel	05/15/2025
Sanchez, Maribel	05/23/2025
Sarinana, Aubrianna	05/25/2025
Scruggs, Timothy	05/25/2025
Solano Peralta, Andrew	05/23/2025

EXHIBIT A

SERVICES, TERM, AND COMPENSATION
Between Anaheim Union High School District and W Strategies LLC
Government Relations and Advocacy Services
June 6, 2025

1. SERVICES.

The Consultant shall provide advocacy services as appropriate to support of the Client's initiatives and determined legislative agenda in accordance with the executed agreement. These services include, but are not limited to the following activities:

(a) Participating in regularly scheduled calls, responding to emails and other text communication, coordinating coalition activities, and being available for in-person meetings or presentations as mutually agreed upon throughout the term of this contract.

2. TERM.

The term of this agreement shall be extended and now be from July 1, 2025, through June 30, 2026.

3. COMPENSATION.

The Client shall pay the Consultant a monthly retainer of $5,000, which includes all reasonable activities associated with the successful completion of services. Additionally, the Client shall be responsible for travel costs associated with the execution of these services. Any costs outside this fee shall be reimbursed by the Client only if mutually agreed to by the Client and Consultant prior to the expenditure.

The Client shall receive the first invoice upon execution of this agreement and subsequent invoices on the first (1st) day of each month for the term of this agreement.

Client: _____
Michael Matsuda, Superintendent

Consultant: _____
Austin Webster, President

THIRD ADDENDUM TO AGREEMENT FOR EMPLOYMENT OF SUPERINTENDENT BETWEEN THE ANAHEIM UNION HIGH SCHOOL DISTRICT AND MICHAEL MATSUDA

WHEREAS, on June 6, 2024, the Board of Trustees (Board) of the Anaheim Union High School District (District) approved a second addendum to the May 5, 2022 employment agreement (as amended, the Employment Agreement) to employ Michael Matsuda as Superintendent for the District, extending the period of employment to end on June 30, 2028; and

WHEREAS, the Board desires to extend the period of employment of Michael Matsuda by one year, subject to the terms and conditions set forth in the Employment Agreement.

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein and in the Employment Agreement, the parties hereto agree as follows:

1. The Term set forth in Section 2 of the Employment Agreement shall be extended by one year, ending on June 30, 2029.

2. All other terms and conditions of the Employment Agreement shall remain unchanged and in full force and effect.

Approved by the Board of Trustees of the Anaheim Union High School District at its Regular Meeting held on May 8, 2025.

Approval:

By: _____ 5/12/25
Brian O'Neal — Date
President, Board of Trustees

Acceptance:

I hereby accept this third addendum to the Employment Agreement, as defined above, and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Superintendent for the Anaheim Union High School District.

By: _____ 5-9-2025
Michael Matsuda — Date

THIRD ADDENDUM TO EMPLOYMENT AGREEMENT BETWEEN THE GOVERNING BOARD OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT AND JARON FRIED, Ed.D.

WHEREAS, on June 6, 2024, the Board of Trustees (Board) of the Anaheim Union High School District (District) approved a second addendum to the May 5, 2022 employment agreement (as amended, the Employment Agreement) to employ Jaron Fried, Ed.D., as the Assistant Superintendent, Education of the District, extending the period of employment to end on June 30, 2028, among other things; and

WHEREAS, the Board desires to extend the period of employment of Jaron Fried, Ed.D., by one year, subject to the terms and conditions set forth in the Employment Agreement.

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein and in the Employment Agreement, the parties hereto agree as follows:

1. The Term set forth in Section 2 of the Employment Agreement shall be extended by one year, ending on June 30, 2029.

2. All other terms and conditions of the Employment Agreement shall remain unchanged and in full force and effect.

Approved by the Board of Trustees of the Anaheim Union High School District at its Regular Meeting held on May 8, 2025.

Approval:

By: _____ 5/12/25
Brian O'Neal — Date
President, Board of Trustees

Acceptance:

I hereby accept this third addendum to the Employment Agreement, as defined above, and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Assistant Superintendent, Education of the Anaheim Union High School District.

By: _____ 5/9/25
Jaron Fried, Ed.D. — Date

THIRD ADDENDUM TO EMPLOYMENT AGREEMENT BETWEEN THE GOVERNING BOARD OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT AND BRAD JACKSON

WHEREAS, on June 6, 2024, the Board of Trustees (Board) of the Anaheim Union High School District (District) approved a second addendum to the May 5, 2022 employment agreement (as amended, the Employment Agreement) to employ Brad Jackson as the Assistant Superintendent, Human Resources of the District, extending the period of employment to end on June 30, 2028, among other things; and

WHEREAS, the Board desires to extend the period of employment of Brad Jackson by one year, subject to the terms and conditions set forth in the Employment Agreement.

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein and in the Employment Agreement, the parties hereto agree as follows:

1. The Term set forth in Section 2 of the Employment Agreement shall be extended by one year, ending on June 30, 2029.

2. All other terms and conditions of the Employment Agreement shall remain unchanged and in full force and effect.

Approved by the Board of Trustees of the Anaheim Union High School District at its Regular Meeting held on May 8, 2025.

Approval:

By: Brian O'Neal — 5/12/25

Brian O'Neal
President, Board of Trustees

Date

Acceptance:

I hereby accept this third addendum to the Employment Agreement, as defined above, and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Assistant Superintendent, Human Resources of the Anaheim Union High School District.

By: Brad Jackson — 5-9-25

Brad Jackson

Date

THIRD ADDENDUM TO EMPLOYMENT AGREEMENT
BETWEEN THE GOVERNING BOARD OF
THE ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
NANCY C. NIEN, Ph.D.

WHEREAS, on June 6, 2024, the Board of Trustees (Board) of the Anaheim Union High School District (District) approved a second addendum to the May 5, 2022 employment agreement (as amended, the Employment Agreement) to employ Nancy C. Nien, Ph.D., as the Assistant Superintendent, Business of the District, extending the period of employment to end on June 30, 2028, among other things; and

WHEREAS, the Board desires to extend the period of employment of Nancy C. Nien, Ph.D., by one year, subject to the terms and conditions set forth in the Employment Agreement.

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein and in the Employment Agreement, the parties hereto agree as follows:

1. The Term set forth in Section 2 of the Employment Agreement shall be extended by one year, ending on June 30, 2029.

2. All other terms and conditions of the Employment Agreement shall remain unchanged and in full force and effect.

Approved by the Board of Trustees of the Anaheim Union High School District at its Regular Meeting held on May 8, 2025.

Approval:

By: Brian O'Neal 5/12/25

Brian O'Neal
President, Board of Trustees

Date

Acceptance:

I hereby accept this third addendum to the Employment Agreement, as defined above, and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Assistant Superintendent, Business of the Anaheim Union High School District.

By: 5-13-25

Nancy C. Nien, Ph.D.

Date

THIRD ADDENDUM TO EMPLOYMENT AGREEMENT
BETWEEN THE GOVERNING BOARD OF
THE ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
KARL H. WIDELL

WHEREAS, on June 6, 2024, the Board of Trustees (Board) of the Anaheim Union High School District (District) approved a second addendum to the May 5, 2022 employment agreement (as amended, the Employment Agreement) to employ Karl H. Widell as Counsel for the District, extending the period of employment to end on June 30, 2028, among other things; and

WHEREAS, the Board desires to extend the period of employment of Karl H. Widell by one year, subject to the terms and conditions set forth in the Employment Agreement.

NOW, THEREFORE, in consideration of the foregoing, and of the terms and conditions set forth herein and in the Employment Agreement, the parties hereto agree as follows:

1. The Term set forth in Section 2 of the Employment Agreement shall be extended by one year, ending on June 30, 2029.

2. All other terms and conditions of the Employment Agreement shall remain unchanged and in full force and effect.

Approved by the Board of Trustees of the Anaheim Union High School District at its Regular Meeting held on May 8, 2025.

Approval:

By: _____ 5/12/25
Brian O'Neal — Date
President, Board of Trustees

Acceptance:

I hereby accept this third addendum to the Employment Agreement, as defined above, and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Counsel for the Anaheim Union High School District.

By: _____ 5/8/25
Karl H. Widell — Date

ANAHEIM UNION HIGH SCHOOL DISTRICT

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

BOARD OF TRUSTEES
Minutes
Thursday, May 8, 2025

UNADOPTED

1. CALL TO ORDER–ROLL CALL

Board President O'Neal called the regular meeting of the Anaheim Union High School District Board of Trustees to order at 3:15 p.m.

Present: Brian O'Neal, president; Jessica Guerrero, clerk; Annemarie Randle-Trejo, assistant clerk; Ron Hoshi, and Katherine H. Smith, members; Michael B. Matsuda, superintendent; Jaron Fried, Ed.D., Brad Jackson, and Nancy Nien, Ph.D., assistant superintendents; Robert Saldivar, executive director, and Karl H. Widell, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Page 3, item 6.5, include Bilal Belmaati as Student Ambassador for Gilbert High School.
- Exhibit O, replace page 2.

On the motion of Trustee Hoshi, duly seconded and unanimously carried, following discussion, the Board of Trustees adopted the amended agenda. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 3:16 p.m.

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

5.1 ***Reconvene Meeting***

The Board of Trustees reconvened into open session at 6:03 p.m.

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

Student Representative to the Board of Trustees Erin Baek led the Pledge of Allegiance to the Flag of the United States of America and provided a moment of silence.

5.3 ***Closed Session Report***

Board Clerk Guerrero reported the following actions taken during closed session.

5.3.1 No reportable action taken.

5.3.2 The Board of Trustees unanimously approved the settlement agreement in OAH Case No. 2025020511, resolving all due process issues by conducting an assessment and providing interim services, compensatory education, and reimbursements.

5.3.3 The Board of Trustees unanimously approved the settlement agreement in OAH Case No. 2025020497, resolving all due process issues by conducting an assessment and providing interim services, compensatory education, and reimbursements.

5.3.4 No reportable action.

5.3.5 No reportable action.

5.3.6 The Board of Trustees unanimously voted to dismiss employee HR-2024-25-52.

6. RECOGNITIONS

6.1 ***Assemblywoman Sharon Quirk-Silva's Woman of Distinction Award***

Assemblywoman Sharon Quirk-Silva's Office and the Board of Trustees recognized Andrea Rodriguez, Community Schools coordinator at Anaheim High School, for being named one of the recipients of the Woman of Distinction Award.

6.2 ***Donations***

The Board of Trustees recognized the following individuals for the generous donations to the District.

Dianna Alizaga Isabella Rodriguez-Alizaga	Generous Monetary and In-Kind Donations	Rising Sunshine Scholars at Gilbert High School

6.3 ***CIF-SS Northern Division Championship Boys' Wrestling Champion, Cypress High School***

Cypress High School Senior Vince Partington has had a remarkable wrestling season, culminating in a series of impressive victories that have solidified his status as one of the top wrestlers ever at Cypress High School. Vince recently captured the CIF-SS Northern Division Championship at the 144-pound weight class. This victory propelled Vince to the CIF-SS Masters Tournament Championship, securing his spot in the prestigious California State Wrestling Championship. This marks Vince's second consecutive appearance at the state tournament. He claimed three consecutive league championships in Empire League before winning league again for the 4th time as a senior in the Crestview League.

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

The Board of Trustees honored Erin Baek for her service as student representative to the Board of Trustees during the 2024-25 year.

6.5 ***2024-25 AUHSD Student Ambassadors***

The Board of Trustees honored the District's student ambassadors for their service during the 2024-25 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 were recognized for this important contribution to the District.

Maya Isabella Gelvezon	Anaheim High School
Eliana Garcia	Cambridge Virtual Academy
Jackson Houston	Cypress High School
Bilal Belmaati	Gilbert High School
Jazzlyn Carrasco	Hope School
Evelyn Aguilar Ramos	Katella High School
Joanna Kim	Kennedy High School
Jose Saldana Sanchez	Loara High School
Aileen Ramirez-Ruiz	Magnolia High School
Yarely Martinez	Oxford Academy
Calyna Pheng	Savanna High School
Mohamad Khawaldeh	Western High School

6.6 ***National Education Association (NEA) California Teacher of the Year, Katrina Joy***

The Board of Trustees recognized Katrina Joy for her achievement of being named the National Education Association (NEA) Teacher of the Year for the state of California. Katrina is one of our Community Schools Teacher Leads and was recognized by NEA for her work in bringing the community schools approach to Magnolia High School. Katrina accepted the award at the annual Excellence in Education Awards Gala hosted in Washington, D.C. in February. In accepting her award, Katrina wanted to recognize all the work and dedication by both her fellow NEA members and District staff involved in transforming our school community through the Community Schools approach.

6.7 ***Anaheim Union High School District Teachers of the Year***

The Board of Trustees recognized teachers of the year Joseph Aihara and Sean Fleshman, who were among the 21 teachers identified as the Anaheim Union High School District's Teachers of the Year for the 2024-25 year. They have been selected to represent the District in the Orange County Teachers of the Year Program.

7. REPORTS

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

Student Representative to the Board Erin Baek reported on various Districtwide events such as Capstones at Anaheim High School, Every 15 Minutes program at Cypress High School, Senior Week at various school sites, as well as the Community Garage Sale and Pop-up Market at Loara High School.

7.2 ***Student Speakers***

7.2.1 Ashley Kim and Leslie Song, District students, spoke in support of the ethnic studies program and expressed gratitude for the opportunity to explore cultural identities

through the curriculum, as well as foster empathy and understanding of diverse perspectives.

7.2.2 Emiliano Gil, District student, advocated for Ms. Farfan, District teacher, highlighting the impact she has had on his time at school. He emphasized that Ms. Farfan is a positive role model who provides a sense of belonging and motivation for him.

7.3 ***Reports of Associations***

Geoff Morganstern, ASTA president, thanked the Board for their ongoing support, particularly in adopting the "We Can't Wait" campaign resolution. He also reported on NEA President Becky Pringle's visit, stating she was impressed by the District's Community Schools and the impactful work being done, which she plans to share on national and international stages. Lastly, he acknowledged ASTA members for their work during the year.

Lacie Mounger, APGA co-president, shared how counselors are playing a pivotal role in supporting students, guiding eighth graders toward high school, seniors toward post-secondary paths, and ensuring summer school students stay on track, as well as supporting with mental and behavioral support.

Jennifer Sasai, ALTA president, congratulated Abigail Hong, District student, for her achievement in the national PTA Reflections Art Contest, along with Oxford Academy's baseball and boys' volleyball teams for winning league championships. Additionally, she reported on Teacher Appreciation Week, Orangeview Junior High School's farewell fiesta, reconnecting past and present community members and unveiling a 1997 time capsule, Loara High School capstone presentations, awards ceremonies, and graduation preparations, as well highlighted Katella High School's Game Design Pathway, offering students hands-on experience in game development and eSports.

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

Denia Martinez, PTSA Reflections chair, recognized Abigail Hong, District student, who won the national award for Outstanding Interpretation in the middle school category (grades 6-8) with her artwork inspired by the theme "Accepting Imperfections." In addition, she thanked the Board for sponsoring five PTSA board members to attend the national convention, further supporting the program's mission.

8. **PRESENTATION**

Community Schools

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 school sites through the CCSPP round two grant cycle in May 2023. The District seeks to share updates of the Community Schools progress.

Current Consideration:
Members of the community, including District and site staff provided an update on the progress of our Community Schools approach.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board officially received the information.

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

9.1 Ron Flores, District alumnus, shared his involvement in the LCAP and Capstones, as well as proposed bring back the tradition of the "Bell Game."

9.2 Dan Gleason, program director at Waymakers, expressed gratitude to the Board for their long-standing partnership. He highlighted that despite the challenges of COVID-19, AUHSD welcomed Waymakers, allowing them to implement a drug and alcohol prevention program across junior high and high schools.

9.3 Mazalt Tepehyholotzin, District alumnus, emphasized the importance of honoring Native American traditions and history, including the removal of Anaheim High School's "Colonist" mascot name. Additionally, he thanked the Board for collaborating with Sacred Path citing its positive impact on students.

9.4 Art Castillo, District alumnus, discussed his long-standing involvement in local education and youth support, including mentoring students at risk of expulsion.

9.5 Victor Ward shared about his company's real-time video yearbook, as well as potential ways schools can raise additional revenue and improve student attendance.

9.6 Maritza Bermudez, District parent, spoke in opposition regarding agenda item 11.7 and advocated for redirecting funds to restorative practices and mental health support.

10. **SUPERINTENDENT AND STAFF REPORT**

Dr. Fried reported on the Capstone Showcases, as well as the LEAD program.

Dr. Nien thanked all the candidates who applied for the Citizens Oversight Committee and encouraged the community to apply as there is one vacancy left.

11. **ITEMS OF BUSINESS**

EDUCATIONAL SERVICES

11.1 ***School-Sponsored Student Organizations***

Background Information:
The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its applications.

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

11.1.1 LAS 2 Coffee Cart, Cypress High School
11.1.2 Teens 4 Teens, Cypress High School
11.1.3 Katella Coding Club, Katella High School
11.1.4 Kennedy Impact Project, Kennedy High School
11.1.5 Kindness Club, Magnolia High School
11.1.6 Savanna Programming, Savanna High School

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

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the school-sponsored organization applications.

The student representative to the Board of Trustees, Erin Baek, cast her preferential vote for the school-sponsored organizations.

RESOLUTIONS

11.2 ***Resolution No. 2024/25-B-21, Approval of Anaheim Union High School District Entering Election Results into the Minutes and Certifying to the Board of Supervisors of Orange County all Proceedings in the November 5, 2024, General Obligation Bond Election***

Background Information:
An election was duly held in the Anaheim Union High School District on November 5, 2024, for the issuance and sale of general obligation bonds of the District for various purposes, in the maximum amount of $496,000,000 (Measure K).

Current Consideration:
The District by way of a resolution, enters into the Board of Trustees' meeting minutes that Measure K was approved by more than 55 percent of the votes cast at the Bond Election, and declares that all of the proceedings of the District, in connection with the Bond Election, have been accomplished according to law. Adoption of this resolution starts the 60-day period by which time the District must have established the Citizens' Bond Oversight Committee, and by which all members must have been appointed by the Board.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2024/25-B-21, entering election results into its meeting minutes, and certifying to the Board of Supervisors of Orange County all proceedings in the November 5, 2024, General Obligation Bond election. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

11.3 ***Resolution No. 2024/25-B-22, South Coast Air Quality Management District (SCAQMD) Lower-Emission School Bus Program***

Background Information:
The District has submitted an application for funding through the South Coast Air Quality Management District (SCAQMD) Lower-Emission School Bus Grant. If awarded, this grant would supplement the previously secured ZESBI grant, allowing the District to combine (or "stack") funding for two of the four school buses currently on order. As a result, the total cost for these two buses would be fully covered, with no expense to the District.

Current Consideration:
SCAQMD is offering grant funding to support the purchase of new alternative fuel or fully electric school buses. The grant provides up to $370,000 per bus, inclusive of sales tax, and includes an additional $20,000 per bus for charging infrastructure. For Anaheim Union High School District, this funding, when combined with the ZESBI grant, creates the opportunity to acquire two school buses at zero cost to the District.

Budget Implication:
There is no impact to the budget as a result of this additional grant funding.

Action:
On the motion of Trustee Guerrero and duly seconded, the Board of Trustees adopted Resolution No. 2024/25-B-22. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

11.4 ***Resolution No. 2024/25-E-26, Asian American and Pacific Islander Heritage Month***

Background Information:
Asian American and Pacific Islander Heritage Month celebrates the historical and cultural achievements and contributions of Asian American and Pacific Islander Americans in the development of the United States and the State of California, as well as the challenges they have faced and continue to face today. The month of May was selected for Asian American and Pacific Islander Heritage Month because the first Japanese immigrants arrived in the United States on May 7, 1843, and the first transcontinental railroad was completed on May 10, 1869, with substantial contributions from Chinese immigrants.

Current Consideration:
The Board of Trustees was requested to adopt Resolution No. 2024/25-E-26 in recognition of Asian American and Pacific Islander Heritage Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts that the District is taking to honor the many achievements and contributions made by Asian Americans and Pacific Islanders to our economic, cultural, spiritual, and political development, as well as to celebrate the cultural diversity in our community.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Smith and duly seconded, the Board of Trustees adopted Resolution No. 2024/25-E-26. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

11.5 ***Resolution No. 2024/25-HR-06, Classified School Employee Week, May 18-24, 2025***

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. 2024/25-HR-06 declares May 18, 2025, through May 24, 2025, 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.

Action:
On the motion of Trustee Smith and duly seconded, the Board of Trustees adopted Resolution No. 2024/25-HR-06. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

BUSINESS SERVICES

11.6 ***Revised Board Policy 5405 (5030), Student Wellness, First Reading***

Background Information:
The California Department of Education (CDE) and the Healthy, Hunger-Free Kids Act (HHFKA) requires the Local School Wellness Policy to include a stipulation that nutrition program employees will receive continuing education and meet annual training requirements. In addition, specific Education Codes and Federal Regulation citations have been updated.

Current Consideration:
Board Policy 5405 (5030) has been revised to ensure compliance with the requirements of the CDE and HHFKA.

Budget Implication:
There is no impact to the budget.

Action:
Although this was an information item only, requiring no formal action by the Board of Trustees, the Board of Trustees reviewed the revised Board Policy 5405 (5030) and the requirements for the Local School Wellness Policy as identified by the United States Department of Agriculture.

11.7 ***Agreement, School Resource Officer, City of Cypress***

Background Information:
The city of Cypress (City) will provide the Anaheim Union High School District with one full-time sworn police officer, to be committed to full-time duties as a School Resource Officers (SRO) for the 2025-26 year. The cost of the SRO program is divided between the District and the City on a cost-sharing basis, with the District being responsible for 50 percent of the personnel cost of the program.

Current Consideration:
This agenda item seeks approval of an agreement with the City for SRO services at AUHSD school sites for the 2025-26 year. The agreement will commence July 1, 2025, and renew annually for an additional period of one year commencing July 1 of the next succeeding year, up to a total of five years.

Budget Implication:
The estimated annual cost for the agreement with the City for SRO services for the 2025-26 year is $125,000. (General Fund and/or Settlement Proceeds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the agreement with the city of Cypress.

11.8 ***Carl Moyer Infrastructure Grant Funding***

Background Information:
The District submitted an application for the Carl Moyer Infrastructure Grant through the South Coast Air Quality Management District (SCAQMD) to support the replacement of existing Electric Vehicle (EV) charging stations used for our electric bus fleet. The application has been approved.

Current Consideration:
The District has been awarded up to $109,000 through the SCAQMD Carl Moyer Infrastructure Grant to fund the purchase of six dual EV chargers. The grant funding also includes coverage for two years of warranty and programming for the new charging units.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement with SCAQMD.

11.9 ***Agreement, OC Petroleum Equipment, Inc.***

Background Information:
Transportation, Maintenance and Operations, Food Services, and the District Warehouse departments have been operating without an efficient means of tracking fuel usage. Staff has identified OC Petroleum Equipment, Inc., a local vendor capable of providing and installing a fuel management system.

Current Consideration:
OC Petroleum Equipment, Inc. proposes to install a fuel management system designed to monitor and track diesel and gasoline usage at the District. The system will include employee and vehicle-specific fobs, as well as programming capabilities and customized reporting features for each department. Implementation of this system is expected to enhance departmental oversight of fuel consumption and may reduce or eliminate fuel waste. Services will be provided July 1, 2025, through June 30, 2030.

Budget Impact:
The total implementation cost shall not exceed $32,000, with a yearly subscription fee of $900. (Transportation Funds)

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees approved the agreement.

11.10 ***Ratification Lease-Leaseback Agreement, Scorpio Enterprises dba Aire-Masters Air Conditioning, Anaheim High School Kitchen HVAC–RFP #2023-08***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for HVAC work in the Anaheim High School Kitchen. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to the school district for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, and requires that title to the buildings and improvements vest in the District at the expiration of that term.

Current Consideration:
The District issued RFP #2023-08 inviting contractors to submit qualifications and proposals to perform the work associated with the subject project, and for preconstruction services. After a review of the submitted qualifications and proposals, as well as interviews of shortlisted firms, staff recommended to the Board of Trustees (Board) the selection of Scorpio Enterprises dba Aire-Masters Air Conditioning (Aire-Masters) as one of the LLB contractors for this project.

Aire-Masters competitively bid the subcontractor packages to various companies, and has identified the subcontractors they plan to use on the project. Staff has negotiated the LLB agreement, which includes the guaranteed maximum price (GMP) and contingencies, pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board. The assistant superintendent, Business, under the Board approved delegation of authority, has entered into the LLB agreement with Aire-Masters. The agreement is subject to ratification by the Board.

Budget Implication:
The final LLB agreement, which includes the GMP and associated contingencies will not exceed $701,742. The total project cost including District contingencies and allowances will not exceed $715,776. (Food Service Funds, KIT Funds, and/or other funds as appropriate)

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, the Board of Trustees ratified the LLB agreement with Scorpio Enterprises dba Aire-Masters Air Conditioning for the subject project.

11.11 ***Ratification Lease-Leaseback Agreement, Scorpio Enterprises dba Aire-Masters Air Conditioning, Katella High School Kitchen HVAC–RFP #2023-08***

Background Information:
Staff is using the Lease-Leaseback (LLB) delivery method to procure construction for HVAC work in the Katella High School Kitchen. Education Code Section 17406 is the LLB provision, which allows districts to lease to a person, firm, or corporation real property that belongs to the school district for the purpose of constructing buildings and improvements thereon, for District use during the term of the lease, and requires that title to the buildings and improvements vest in the District at the expiration of that term.

Current Consideration:
The District issued RFP #2023-08 inviting contractors to submit qualifications and proposals to perform the work associated with the subject project, and for preconstruction services. After a review of the submitted qualifications and proposals, as well as interviews of shortlisted firms, staff recommended to the Board of Trustees (Board) the selection of Scorpio Enterprises dba Aire-Masters Air Conditioning (Aire-Masters) as one of the LLB contractors for this project.

Aire-Masters competitively bid the subcontractor packages to various companies, and has identified the subcontractors they plan to use on the project. Staff has negotiated the LLB agreement, which includes the guaranteed maximum price (GMP) and contingencies, pursuant to the terms indicated in the forms of the LLB contract documents previously approved by the Board. The assistant superintendent, Business, under the Board approved delegation of authority, has entered into the LLB agreement with Aire-Masters. The agreement is subject to ratification by the Board.

Budget Implication:
The final LLB agreement, which includes the GMP and associated contingencies will not exceed $613,782. The total project cost including District contingencies and allowances will not exceed $626,058. (Food Service Funds, KIT Funds, and/or other funds as appropriate)

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, the Board ratified the LLB agreement with Scorpio Enterprises dba Aire-Masters Air Conditioning for the subject project.

11.12 ***Use of Facilities Agreement, Korean Institute of Southern California***

Background Information:
The Korean Institute of Southern California (KISC) is searching for a location to serve kindergarten to high school students covering the areas of Cerritos, La Palma, Downey, Long Beach, Cypress, and Norwalk.

Current Consideration:
The District will make available six classrooms at Cypress High School every Saturday, beginning August 16, 2025, through May 9, 2026, and the Cypress High School Theater on May 9, 2026.

Budget Implication:
The use of facilities agreement provides net income to the District.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the agreement.

EDUCATIONAL SERVICES

11.13 ***New Board Policy 7000, Use of Artificial Intelligence, Second Reading***

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

Current Consideration:
The Education and Information Technology Department submitted Board Policy 7000, Use of Artificial Intelligence for review and/or approval. Board Policy 7000, Use of Artificial Intelligence is a new, standalone policy for artificial intelligence. There are additional policies being updated to include artificial intelligence language.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board reviewed and approved new Board Policy 7000, Use of Artificial Intelligence.

11.14 ***Memorandum of Understanding (MOU), Redesign Institute for Superintendents (RISE)***

Background Information:
The Redesign Institute for Superintendents and Educators (RISE) develops and empowers educational leaders, from classrooms to school boards, to harness artificial intelligence in reimagining public schools as vibrant community hubs of learning, innovation, and career preparedness. Grounded in the Learning Policy Institutes' 10 Features of successful school redesign. RISE equips leaders with tools to redesign systems that prioritize student voice, whole child education, and meaningful pathways to careers, college, and civic life. RISE will cultivate a broad network of fellows (Community of PRAXIS) to continue the three-level work of school, district, and community redesign over time. RISE is not a one-size-fits-all solution to myriad redesign challenges, but in a compacted three-month institute, RISE fellows will develop a blueprint for change and a collaborative process to drive long-term implementation and professional learning that unleashes the latent talent of students, teachers, and communities together.

Current Consideration:
The District and RISE propose to enter into a MOU outlining the roles and responsibilities of RISE Fellows at no cost to participating districts. RISE fellows, with support from coaching experts in redesign and AI integration, will develop their blueprint for change and a collaborative process to drive long-term redesign implementation and professional learning that unleashes the latent talents of students, teachers, and communities together. RISE will be co-created with an initial set of partner school districts and nonprofits, dedicated to

whole child teaching and learning, as well as a public education system designed for every student to thrive. Services will be provided June 29, 2025, through October 1, 2025.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the MOU, as amended prior to the adoption of the agenda.

11.15 ***Memorandum of Understanding (MOU), North Orange County Community College District, CyberPatriot and Tutoring***

Background Information:
Cypress College, part of the North Orange County Community College District (NOCCCD), has collaborated with the District to provide training and competition support services for students participating in the CyberPatriot program, as well as mentoring and tutoring services for students taking dual enrollment Computer Information Services (CIS) courses during the 2024-25 year. The District would like to use funds from the Strong Workforce Program (SWP) Round 5 K12 Pathway Improvement Grant to provide these services.

Current Consideration:
The District and NOCCCD propose to enter into a MOU outlining the roles and responsibilities related to the provision of mentoring, tutoring, and competition support services for students engaged in the CyberPatriot Program and CIS dual enrollment courses with Cypress College. Under the terms of the MOU, the District will be invoiced an amount not to exceed $34,579.52 for these services. The scope of services includes competition training, as well as support, curriculum development, tutoring, and the provision of technology vouchers to enhance student learning in both CyberPatriot and dual enrollment courses. These services and associated costs are detailed in Exhibit A of the agreement. Services will be provided May 9, 2025, through December 31, 2025.

Budget Implication:
The total costs for these services is not to exceed $34,579.52 (SWP Round 5 Grant)

Action:
On the motion of Trustee Smith, duly seconded and unanimously carried, following discussion, the Board of Trustees approved the MOU.

11.16 ***Agreement, Arts for Change***

Background Information:
Arts for Change is a nonprofit production company focused on Holocaust education. Their award-winning production of the play *SURVIVORS* is on a west coast tour in April. This tour of *SURVIVORS* is honored to be partnered with Holocaust Museum LA, Holocaust Education Center of StandWithUs, and Tzedeck America. At Savanna High School, social science students will be exposed to this play to promote tolerance while learning more about the Holocaust and its effects on people who experienced it.

Current Consideration:
This agreement allowed for the opportunity for playwright Wendy Kouts to bring her Survivors Tour to Savanna High School. The play allowed our students to dive deeper into

the Holocaust and learn more about tolerance, in general. Services were provided on April 18, 2025.

Budget Implication:
The total costs for these services is not to exceed $2,000. (Title IV Funds)

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees ratified the agreement.

11.17 ***Agreement, John Tebay***

Background Information:
John Tebay began his career as Minister of Music and Worship at Calvary Church in Placentia, California, where he directed the music program for 17 years. Over the years, he has continued to serve in various worship and music leadership roles, including positions at Vineyard Anaheim, Vineyard Community Church in Laguna Niguel, the Crystal Cathedral, and First Evangelical Free Church of Fullerton.

In 1981, Mr. Tebay became the Choral Director at El Dorado High School in Placentia. He joined Fullerton College in 1985 as Director of Choral Activities, where he led a wide range of ensembles including the 110-voice Concert Choir, Chamber Singers, Collegiate Chorale, Men's Chorale, Women's Chorale, Vocal Jazz Ensemble, and the song-and-dance troupe, Bravo.

Mr. Tebay retired in December 2021, from his roles as Director of Choral Activities and Dean of Fine Arts at Fullerton College. Since then, he has remained active in the music education community, serving as interim Director of Voice and Opera and conductor of the University Chorus at the Biola University Conservatory of Music, as well as interim conductor of the Mount San Antonio College Concert Choir. In his free time, he enjoys music directing for the Riverside City College Musical Theatre Program.

Current Consideration:
Mr. Tebay served as an adjudicator for our two-day 2025 AUHSD Choral Festival. Services are being provided March 17, 2025, through May 25, 2025.

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

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees ratified the agreement.

HUMAN RESOURCES

11.18 ***Declaration of Need for Fully Qualified Educators***

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.

Action:
On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the Declaration of Need for Fully Qualified Educators, as required by the State Commission on Teacher Credentialing.

SUPERINTENDENT'S OFFICE

11.19 ***Employment Agreements for Superintendent, Assistant Superintendents, and District Counsel***

Background Information:
Employment agreements are required for the District's superintendent and unrepresented upper-level management employees. On June 6, 2024, the Board of Trustees approved amended employment agreements through June 30, 2028, with the superintendent; assistant superintendents of Business, Education, and Human Resources; and District counsel.

Current Considerations:
As a matter of annual review, it was respectfully requested that the Board of Trustees consider extending by one year the employment agreements with the superintendent, assistant superintendents, and District counsel.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, the Board of Trustees approved the employment agreements through June 30, 2029.

12. **CONSENT CALENDAR**

On the motion of Trustee Randle-Trejo duly seconded and unanimously carried, following discussion, the Board of Trustees approved all consent calendar items, with the exception of items 12.8 and 12.9 pulled by Trustee O'Neal, as well as 12.11 pulled by Trustee Randle-Trejo. The roll call vote follows.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, Guerrero, and O'Neal

BUSINESS SERVICES

12.1 ***Agreement, Foster & Foster, Actuaries and Consultants***

Background Information:
Government Code Section 53060 authorizes public agencies to contract with specially trained, experienced, and competent persons for professional services. In order to comply with Government Accounting Standards Board (GASB) 74 and 75 regulations regarding retirement benefit liabilities, specialized actuarial services are needed to prepare a valuation of the District's retiree health insurance program. Foster & Foster performs actuarial services of the District's retirement benefit liabilities for compliance with the GASB requirements. Foster & Foster prepares the annual supplemental schedules that accompany the actuarial valuation prepared every two years.

Current Consideration:
The District's auditors have requested the supplemental schedule and actuarial valuation, as of June 30, 2024, be available for review during the upcoming audit in August, and would like Foster & Foster to prepare the materials.

Budget Implication:
The cost of actuarial services are not to exceed $14,500. (General Fund)

Action:
The Board of Trustees approved the services with Foster & Foster, Actuaries and Consultants.

12.2 ***Agreements, Transportation***

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:
The District would like to continue offering transportation services to the following groups effective June 1, 2025, through June 30, 2026.

12.2.1 City of Cypress
12.2.2 Camp Oasis of Grace Christian School
12.2.3 Merage Jewish Community Center of Orange County (Sunrise Day Camp)

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

Action:
The Board of Trustees approved the agreements.

12.3 ***Award of Bids***

The Board of Trustees was requested to award the following bids.

Bid#	Service	Award	Amount
2025-12	Lexington Junior High School Driveway and Site Improvements (Maintenance Funds and/or other funds as appropriate)	JM & J Contractors	$237,400
2025-13	Cypress High School Building 300-Roofing (Maintenance Funds and/or other funds as appropriate)	Reject all bids	$0
2025-14	Magnolia High School Roofing (Maintenance Funds and/or other funds as appropriate)	Letner Roofing	$2,287,000
2025-15	Savanna High School Roofing (Maintenance Funds and/or other funds as appropriate)	Letner Roofing	$774,000
2025-16	Cypress High School Practice Gymnasium-Roofing (Maintenance Funds and/or other funds as appropriate)	Reject all bids	$0
2025-17	Ball Junior High School Tennis Courts (Maintenance Funds and/or other funds as appropriate)	Universal Asphalt, Inc.	$705,000
2025-18	South Junior High School Tennis Courts (Maintenance Funds and/or other funds as appropriate)	Universal Asphalt, Inc.	$725,000
2025-19	Sycamore Junior High School Tennis Courts (Maintenance Funds and/or other funds as appropriate)	Reject all bids	$0
2025-20	Loara High School Basketball Courts (Maintenance Funds and/or other funds as appropriate)	Prestige Paving Company	$238,438
2025-22	Western High School Exterior Painting (Facilities Funds and/or other Maintenance Funds as appropriate)	ISR Painting and Wallcovering	$530,000
2025-23	Western High School Signage (Facilities Funds and/or other Maintenance Funds as appropriate)	No bids	$0

Action:
The Board of Trustees awarded Bids #2025-12, #2025-14, #2025-15, #2025-17, #2025-18, #2025-20, and #2025-22.

12.4 ***Ratification of Change Orders***

RFP #2023-15, Projects at Dale Junior High School, Katella and Kennedy high schools	P.O. #T64A0213
Neff Construction, Inc.	
Original Contract	$8,193,924
Change Order #1	$361,534.97
New Contract Value	$8,555,458.97

Action:
The Board of Trustees ratified the change orders as listed above.

12.5 ***Notice of Completion***

RFP #2023-15, Projects at Dale Junior High School, Katella and Kennedy high schools	P.O. #T64A0213
Neff Construction, Inc.	
Original Contract	$8,193,924
Change Order #1	$361,534.97
New Contract Value	$8,555,458.97

Action:
The Board of Trustees authorized the assistant superintendent, Business to accept RFP #2023-15 as complete, and authorized the filing of the notice of completion with the Office of the County Recorder.

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

Action:
The Board of Trustees approved the list of District furniture and equipment as unusable, obsolete, and/or out-of-date, and ready for sale or destruction, as well as authorized proper disposal in accordance with Education Code Section 17545 or 17546.

12.7 ***Donations***

Action:
The Board of Trustees accepted the donations as submitted.

On the motion of Trustee Randle-Trejo and duly seconded, the Board of Trustees ratified items 12.8 and 12.9, with the following vote.

Ayes: Trustees Smith, Hoshi, Randle-Trejo, and Guerrero
Abstain: Trustee O'Neal

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

Action:
The Board of Trustees ratified the reports April 1, 2025, through April 27, 2025.

12.9 ***Check Register/Warrants Report***

Action:
The Board of Trustees ratified the report April 1, 2025, through April 27, 2025.

12.10 **SUPPLEMENTAL INFORMATION**

12.10.1 ASB Fund, March 2025

12.10.2 Cafeteria Fund, February 2025

12.10.3 Enrollment, Month 9

EDUCATIONAL SERVICES

12.11 ***Comprehensive School Safety Plans***

Background Information:
California Education Code Sections 32281 and 32286 require each school to adopt a comprehensive school safety plan, to be reviewed and updated annually by March 1. To ensure compliance with this mandate, District schools must submit their safety plans to the Director, Student Support Services for approval following adoption. The plans may then be submitted to the Board of Trustees for review and approval.

Current Consideration:
Stakeholders at District school sites developed and adopted their safety plans in compliance with Education Code requirements and submitted them for approval. The plans, recently distributed to the Board and on file in Student Support Services, update the Board on the status of safety practices and plans in place for the 2024-25 year related to the safety of students, staff, and the public.

Budget Implication:
There is no impact to the budget.

Action:
On the motion of Trustee Guerrero, duly seconded and unanimously carried, following discussion, the Board of Trustees officially received and approved the submitted safety plans for all school sites.

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

Background Information:
Anaheim's Innovative Mentoring Experience (AIME) is a District program, which provides mentoring and internships to AUHSD 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 renew agreements for affiliation with existing 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 are being provided May 1, 2025, through April 30, 2028.

12.12.1 Anaheim White House
12.12.2 City of Anaheim
12.12.3 Disneyland Resort
12.12.4 Dog Den
12.12.5 eKadence
12.12.6 Higher Ground Youth and Family Services
12.12.7 Illumination Institute
12.12.8 Renewable Farms
12.12.9 Santa Marya Family Medicine
12.12.10 Satori Law Group, Inc.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees ratified the affiliation agreements.

12.13 ***Order Form, Screencastify, LLC***

Background Information:
The District purchased Screencastify 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. Screencastify, LLC, provides teachers and students the ability to record and edit videos on all our devices, including Chromebooks. The tool meets the communication and creativity aspects of our 5Cs.

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Screencastify, LLC serves as the primary video recorder for students. Services will be provided June 24, 2025, through June 24, 2026.

Budget Implication:
The total cost for the four sessions is not to exceed $31,680. (LCFF Funds)

Action:
The Board of Trustees approved the order form.

12.14 ***Quote, Notable, Inc. (dba Kami)***

Background Information:
The District purchased Kami 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. Notable, Inc.'s application, Kami, provides teachers and students the ability to annotate documents via text, video, voice, and/or screen capture. The tool meets the communication and collaboration aspects of our 5Cs.

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Services will be provided August 1, 2025, through July 31, 2026.

Budget Implication:
The total cost for services is not to exceed $60,500. (LCFF Funds)

Action:
The Board of Trustees approved the quote.

12.15 ***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 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Licensing is provided for all staff and students. Services will be provided July 30, 2025, through June 30, 2026.

Budget Implication:
The total cost for services is not to exceed $64,800. (LCFF Funds)

Action:
The Board of Trustees approved the quote.

12.16 ***Order Form, GoGuardian***

Background Information:
The District originally purchased the GoGuardian 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. GoGuardian, provides teachers an interactive presentation tool to actively engage students in individual and social learning. The tool meets communication, collaboration, creativity, and critical thinking aspects of our 5Cs.

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. GoGuardian serves as the classroom management system for teachers. Licensing is provided for all staff and students. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for the four sessions is not to exceed $93,010. (LCFF Funds)

Action:
The Board of Trustees approved the order form.

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

Background Information:
The District originally purchased Lucid 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. Lucid Software, Inc.'s applications, Lucidchart and Lucidspark, provides teachers and students the ability to create diagrams, workflows, and other types of charts. They can also perform desktop publishing and whiteboarding functions. The tool meets communication, collaboration, creativity, and critical thinking aspects of our 5Cs.

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Lucid's last order was at $14,461.16 and the proposed contract is at $13,856.53. This reflects a 4.4 percent cost reduction and $604.63 reduction. Services will be provided July 30, 2025, through July 29, 2026.

Budget Implication:
The total cost for the four sessions is not to exceed $14,549.36. (LCFF Funds)

Action:
The Board of Trustees approved the order form.

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

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

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Padlet licensing is provided for students and 334 teachers. Services will be provided August 15, 2025, through August 14, 2026.

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

Action:
The Board of Trustees approved the quote.

12.19 ***Quote, Renaissance, Nearpod, Inc.***

Background Information:
The District originally purchased Nearpod 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. Nearpod, provides teachers the ability to create lessons, videos, and activities with formative assessment features. The platform also provides thousands of lessons, videos, and activities

in their libraries. The tool meets communication, collaboration, creativity, and critical thinking aspects of our 5Cs.

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. Nearpod serves as the interactive presentation system for teachers and for students. Licensing is provided for all staff and students. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for the four sessions is not to exceed $132,600. (LCFF Funds)

Action:
The Board of Trustees approved the quote.

12.20 ***Quote, WeVideo***

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

Current Consideration:
During the 2024-25 year, the District reviewed application use through application analytics and staff feedback. Information was gathered from 320 teachers to identify which applications to renew. WeVideo licensing is provided for 5,000 total users. Services will be provided July 1, 2025, through June 30, 2026.

Budget Implication:
The total cost for the four sessions is not to exceed $17,086.25. (General Fund)

Action:
The Board of Trustees approved the quote.

12.21 ***Contract, Interactive Educational Services, Inc., Cyberschool***

Background Information:
The District has used Interactive Educational Services' (IES) Cyberschool content management system for several years for school websites. Last year, the District website was incorporated into website portfolio. There was also a project to update the appearance of all websites to provide a consistent, streamlined interface.

Current Consideration:
The District's use of Cyberschool enables staff to efficiently keep more than 7,000 web pages updated across all our school sites. Departments are set up to organize content by function. Our webmaster has provided school identified and District staff access to update content. Services will be provided July 1, 2025, through June 30, 2028.

Budget Implication:
The total cost for the four sessions is not to exceed $19,550 annually. (General Fund)

Action:
The Board of Trustees approved the contract.

12.22 ***Order Form, Edmentum, Inc.***

Background Information:
Edmentum, Inc. provides the digital curriculum for the Independent Learning Centers and 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, as well as provide students with performance feedback.

Current Consideration:
The District will expand the current number of APEX licenses in order to serve additional students during summer school. Services will be provided May 30, 2025, through June 27, 2025.

Budget Implication:
The total cost for the four sessions is not to exceed $50,000. (A-G Funds)

Action:
The Board of Trustees approved the order form.

12.23 ***Second Amendment, Agreement, QBS Midco, LLC***

Background Information:
On April 13, 2023, the Board of Trustees ratified an agreement with QBS Midco, LLC to provide evidence-based de-escalation and crisis prevention training on the skills needed to safely de-escalate crisis situations from April 1, 2023, through June 30, 2025.

Current Consideration:
A second amendment is being requested to accommodate and compensate, costs associated with necessary additional training, and to increase the original purchase order amount from $41,000 to $75,000.

Budget Implication:
The new total amended cost is not to exceed $75,000. (General Fund)

Action:
The Board of Trustees approved the amendment.

12.24 ***Agreement, Leadership Inspirations***

Background Information:
Leadership Inspirations was founded in 2006. Leadership Inspirations work 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 District 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 school 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 9, 2025, through August 31, 2025.

Budget Implication:
The cost for the Leadership Inspirations' three-day, two-night leadership academy is $425 per person, if registered before February 28, 2025, and $450 per person, if registered after. These expenses are covered through fundraisers, ASB funds, and family donations.

The cost for the one-day District Junior High School Leadership Development Program is $14,150, for up to 300 attendees, and up to 50 students for the District High School Training Day. These expenses are also covered through fundraisers, ASB funds, and family donations.

Action:
The Board of Trustees approved the agreement.

12.25 ***Agreement, Waymakers***

Background Information:
Waymakers is a nonprofit agency dedicated to helping youth and adults in crisis or dealing with conflict. They support youth who are victims of crime and help youth move away from crime, gangs, substance use, or human trafficking. Their efforts include working with local school districts through training and programs supporting at-risk youth.

Waymakers received grant funding from Sierra Health Foundation, a private philanthropy that promotes health, racial equity, as well as racial justice in partnership with communities and organizations. Waymakers was awarded a grant for $850,000 to work with the District in substance use prevention efforts.

Current Consideration:
Waymakers, in collaboration with District staff, will recruit an estimated 40-50 District students per year to participate in the Elevate Youth Program. Students will be recruited from three sites, Ball Junior High School, Cypress High School, and the third school, which will be determined at a later date. Programs will include youth leadership activities on campus that promote healthy alcohol and drug-free school environments. Services will be provided May 9, 2025, through December 31, 2027.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

12.26 ***Agreement, Second Harvest Food Bank, Kids Cafe Program***

Background Information:
The District continues to prioritize access to wraparound services that support student and family well-being as part of its commitment to equity and community school strategies. Since 2022, the District has partnered with Second Harvest Food Bank of Orange County (SHFBOC) to provide the Mobile School Pantry Program at selected school sites. This initiative has helped reduce food insecurity by offering free, nutritious food directly to students and families in need.

The Mobile School Pantry Program model delivers a farmer's market-style food distribution, enabling families to access fresh produce, dairy, protein, and shelf-stable pantry items in a welcoming school environment.

Current Consideration:
The District has partnered with Second Harvest Food Bank (SHFB) to bring the Mobile School Pantry Program to selected school sites. This partnership is in alignment with the District's Community Schools strategy and ongoing efforts to address food insecurity among students and their families. The program will provide monthly food distributions, offering nutritious groceries to families identified by each school site. To ensure effective implementation and coordination, each participating school will designate a Community Schools Coordinator as the primary site coordinator responsible for planning and logistics. In cases where a school does not have a Community Schools Coordinator, a Family and Community Engagement Specialist (FACES) staff member will serve in this role. The designated coordinator will be responsible for volunteer management, outreach, data reporting, as well as overall distribution quality and compliance in partnership with SHFB. This program aims to foster stronger school-family connections and promote the well-being of students by meeting essential needs. Services will be provided July 1, 2025, through June 30, 2028.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

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

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

Current Consideration:
Los Alamitos Unified School District (LAUSD) has requested to enter into a MOU with the District permitting students from LAUSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from

LAUSD in the District programs was presented to the Board of Trustees for ratification. Services are being provided from August 1, 2024, through June 30, 2025.

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

Action:
The Board of Trustees ratified the MOU.

12.28 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Buena Park School District***

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

Current Consideration:
Buena Park School District (BPSD) has requested to enter into a MOU with the District permitting students from BPSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from BPSD in the District programs was presented to the Board of Trustees for ratification. Services are being provided from August 1, 2024, through June 30, 2025.

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

Action:
The Board of Trustees ratified the MOU.

12.29 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Placentia-Yorba Linda Unified School District***

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

Current Consideration:
Placentia-Yorba Linda Unified School District (PLYUSD) has requested to enter into a MOU with the District permitting students from PLYUSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from PLYUSD in the District programs was presented to the Board of Trustees for ratification. Services are being provided from August 1, 2024, through June 30, 2025.

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

Action:
The Board of Trustees ratified the MOU.

12.30 ***Memorandum of Understanding (MOU), Inter-Special Education Local Plan Area (SELPA), Tustin Unified School District***

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

Current Consideration:
Tustin Unified School District (TUSD) has requested to enter into a MOU with the District permitting students from TUSD to be enrolled in specialized programs understanding operated by the District. The MOU for placing special education students from TUSD in the District programs was presented to the Board of Trustees for ratification. Services are being provided from August 1, 2024, through June 30, 2025.

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

Action:
The Board of Trustees ratified the MOU.

12.31 ***Instructional Materials Submitted for Adoption***

The Instructional Materials Review Committee has recommended the selected materials for courses in English language arts and dual enrollment. The books have been made available for public view. Future purchases of these materials will be paid by Lottery Funds and Committed Textbook Funds.

Action:
The Board of Trustees adopted the selected materials.

12.32 ***Instructional Materials Submitted for Display***

The Instructional Materials Review Committee recommended the selected material for display, for courses in English language arts and physical education/health. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees was requested to consider adoption of the materials following the end of the period of public display, May 9, 2025, through June 5, 2025.

Action:
The Board of Trustees approved the display.

12.33 ***Field Trip Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

HUMAN RESOURCES

12.34 ***Memorandum of Understanding (MOU), GROUNDSWELL, Bridges***

Background Information:
Groundswell and the District have a long-standing relationship that dates back to 1998. Groundswell, has committed to work with District school site teams for the purpose of establishing a comprehensive school inter-group relations program. Groundswell agrees to provide services, which include, but are not limited to: Conflict Support at Magnolia High School.

Groundswell, previously known as OC Human Relations Council, envisions a world where belonging is co-created and experienced by all. Groundswell does that by bringing diverse people together to build a more equitable future. Systematic inequalities lead to differences in understanding and experiences, and ultimately to conflict and hate, which further fuels systemic inequity. Therefore, Groundswell:

Brings people together.
Partners to prevent and respond to conflict and harm.
Provides training, tools, and support for leaders.
Changes the narratives.

Groundswell aims for institutional change. Groundswell's work leads to changes in attitudes and behaviors, a reduction of hate activity and harmful conflict, and ultimately an increase in equitable outcome.

Current Consideration:
The scope of services: Groundswell will provide the following services at Magnolia High School, January 24, 2025, through May 30, 2025:

- Consultation to support school leadership.
- Facilitation of processing circles for selected student groups.
- "Addressing Racial Slurs and Harmful Language" workshops for both students and staff.
- Optional "Civil Rights in Orange County" presentation for select history classes.
- Coordination efforts for a potential Bridges programming contract for the 2025-26 year.

Budget Implication:
The total cost is not to exceed $9,000. (Site Funds)

Action:
The Board of Trustees ratified the MOU.

12.35 ***Agreement, National University Unpaid Student Teaching, Field Experience and Practicum***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District school sites. The District has had agreements in place with National University since 1999.

Current Consideration:
This agreement with National University provides student teaching, field and/or practicum experience. Students will meet with school site supervisors in their respective fields to observe, participate, and assist. Additionally, supervisors will model professional attire, development, and conduct. This agreement is effective May 8, 2025, through May 8, 2030.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

12.36 ***Agreement, Western Governors University***

Background Information:
The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable professional experiences. This agreement provides the opportunity for Western Governors University students to provide supervised support services to District students. The District has had agreements in place with Western Governors University since 2013.

Current Consideration:
University students will meet with District clinical supervisors at the student's assigned school site. This agreement provides opportunities for the student to observe, participate, and assist in the District's programs. Supervisors will model to the student effective planning, instruction, and management strategies, as well as discuss these strategies with the student interns. Additionally, professional attire, development, and conduct will be reviewed. The agreement will be effective May 8, 2025, through May 8, 2028.

Budget Implication:
There is no impact to the budget.

Action:
The Board of Trustees approved the agreement.

12.37 ***2023-24 Employee Salary Schedules***

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

Current Consideration:
Adopt modifications to the salary schedule for the CSEA employee groups.

The proposed modifications include the following:

CSEA: Inclusion of Longevity rate information.

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

Action:
The Board of Trustees adopted the revised salary schedules for the CSEA group as submitted.

12.38 ***Certificated Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

12.39 ***Classified Personnel Report***

Action:
The Board of Trustees approved/ratified the report as submitted.

SUPERINTENDENT'S OFFICE

12.40 ***Conferences and/or Meetings***

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

12.40.1 2025 Groundswell Summit, June 9, 2025, through June 10, 2025, Paducah, KY, at a cost not to exceed $1,200. (Carnegie Funds)

12.40.2 2025 NCCEP/GEAR UP Annual Conference, July 13, 2025, through July 16, 2025, San Francisco, CA, at a cost not to exceed $2,000. Registration and travel costs will be reimbursed by NCCEP. (NCCEP Funds)

Action:
The Board of Trustees approved and/or ratified for the superintendent to attend the conferences listed above.

12.41 ***Board of Trustees' Meeting Minutes***

April 10, 2025, Regular Meeting

Action:
The Board of Trustees approved the minutes as submitted.

13. **BOARD OF TRUSTEES' REPORT**

Trustee Smith thanked staff for their work.

Trustee Hoshi indicated he attended various Capstone Showcases, Community Schools Leading and Learning Lab, Open Houses at Magnolia High School and Oxford Academy, Celebration of Life for Jeanne Beckett at Oxford Academy, IB Film Festival, WASC visit at Cambridge Virtual Academy, PTSA Honorary Service Awards, LCAP Meeting, Oxford Academy's Choir Show, Manzanar Pilgrimage, Anaheim State of the City, Student Ambassador Banquet, Boys and Girls Ribbon Cutting at Cypress College, Capsule Opening at Orangeview Junior High School, City of Cypress Liaison Meeting, AI Parent Townhall, and Color and Light Art Exhibition.

Trustee Randle-Trejo congratulated the recipients of the GASELPA Community Advisor Committee Awards. She stated she attended Hope Cup, Community Schools Leading and Learning Visit, Color and Light Student Art Exhibition, Open Houses at Gilbert High School and Oxford Academy, Oxford Academy Signing Day, PTSA Secondary Honorary Service Awards, Manzanar Pilgrimage, Gilbert High School Pitch Contest, Student Ambassador Banquet, Market Day at Cambridge Virtual Academy, Groundswell Gala honoring Jose Lara, Gilbert High School principal, Pageant of Hope, AI Parent Townhall, and Black Affinity Parent Group Meeting.

Trustee Guerrero stated she attended the Color and Light Art Exhibition, Community Schools Leading and Learning Visit, PTSA Honorary Service Awards, Embassy of Spain Visit, OC Supervisor Chaffee's Children and Family Health Fair, Anaheim State of the City, Dual Language Academy Banquet, Student Ambassador Banquet, Budget Committee Meeting, Anaheim High School and Sycamore Junior High School's Band Spring Concert, Capstone Showcases at various school sites, Masters in Governance Course, and AI Parent Townhall. In addition, she congratulated Anaheim High School's Choir on earning a gold ranking at the World Strides National Choir Festival.

Trustee O'Neal reported he attended the Kennedy High School and Walker Junior High School Paint Night, La Palma City Council Meeting, where they celebrated several staff and students, as well as the JFK Scholarship Foundation event.

14. **ADVANCE PLANNING**

14.1 ***Future Meeting Dates***

The next meeting of the Board of Trustees will be held on Thursday, June 5, 2025 (LCAP), at 6:00 p.m.

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

14.2 ***Suggested Agenda Items***

Trustee Randle-Trejo requested an agenda item regarding the implementation of service hours as a graduation requirement.

15. **ADJOURNMENT**

On the motion of Trustee Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting at 8:32 p.m.

Approved _____
Clerk, Board of Trustees