

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

NOTICE OF REGULAR MEETING

Date: May 2, 2014

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

Orange County Register, 1771 S. Lewis, Anaheim, CA 92805
Anaheim Bulletin, 1771 S. Lewis, Anaheim, CA 92805
News Enterprise, P.O. Box 1010, Los Alamitos, CA 90720
Los Angeles Times, 1375 Sunflower, Costa Mesa, CA 92626
Event News, 9559 Valley View Street, Cypress, CA 90630
Excelsior, 523 N. Grand Avenue, Santa Ana, CA 92701

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 8th day of May 2014

in the District Board Room, 501 N. Crescent Way, Anaheim, California

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, May 8, 2014

Closed Session–3:30 p.m.

Regular Meeting–6:00 p.m.

Some items on the agenda of the Board of Trustees' meeting include exhibits of supportive and/or background information. These items may be inspected in the superintendent's office of the Anaheim Union High School District, at 501 N. Crescent Way in Anaheim, California. The office is open from 7:45 a.m. to 4:30 p.m., Monday through Friday, and is closed for most of the federal and local holidays. 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.

Meetings are recorded for use in the official minutes.

- | | | |
|----|--|-------------------------|
| 1. | CALL TO ORDER–ROLL CALL | ACTION ITEM |
| 2. | ADOPTION OF AGENDA | ACTION ITEM |
| 3. | PUBLIC COMMENTS, CLOSED SESSION ITEMS | INFORMATION ITEM |

This is an opportunity for community members to address the Board of Trustees on closed session agenda items only. Persons wishing to address the Board of Trustees should complete a speaker request form, available on the information table, at the back of the room, and submit it to the executive assistant prior to the meeting. Each speaker is limited to a maximum of five minutes; each topic 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.

- | | | |
|----|-----------------------|--------------------------------|
| 4. | CLOSED SESSION | ACTION/INFORMATION ITEM |
|----|-----------------------|--------------------------------|

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

- 4.1 To consider matters pursuant to Government Code Section 54957.6: Conference with labor negotiators Mr. Matsuda, Dr. Sevillano, Mrs. Poore, and Mr. Lee-Sung 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), and California School Employees Association (CSEA).
- 4.2 To consider matters pursuant to Government Code Section 54957: Public employee discipline/dismissal/release.
- 4.3 To consider matters pursuant to Government Code Section 54957: Public employee administrative appointment–principal (Oxford Academy).
- 4.4 To consider matters pursuant to Government Code Section 54956.9 (a): Conference with legal counsel, existing litigation (OAH Case No. 2014020428).
- 4.5 To consider matters pursuant to Education Code Section 48918: Expulsion of students 13-53, 13-58, and 13-65.

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

5.1 **Reconvene Meeting**

The Board of Trustees will reconvene into open session.

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

Student Representative to the Board of Trustees Mr. Ibrahim Bharmal will lead the Pledge of Allegiance to the Flag of the United States of America and provide the moment of silence.

5.3 **Closed Session Report**

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

6. **INTRODUCTION OF GUESTS** **INFORMATION ITEM**

The Board of Trustees would like to recognize our community stakeholders for your interest in the Anaheim Union High School District and for attending our Board meeting. Thank you so much to each of you for your participation and contribution as we create an education environment that graduates socially aware, civic-minded students who are college and career ready for the 21st century.

In addition, Board of Trustees' President Brian O'Neal will introduce dignitaries in attendance.

7. **RECOGNITIONS** **INFORMATION ITEM**

7.1 **Eagle Scouts of America**

The Board of Trustees will recognize 15 current District students for their outstanding service to our community as Eagle Scouts. The honor and distinction of the Eagle Scout rank can only be achieved through hard work and commitment to the ideals of the scouting movement. The achievement is so rare, that only five percent of scouts earn the Eagle rank. Once a scout advances to Eagle Scout, he will remain an Eagle for the rest of his life regardless of age or participation in scouting. The students below have achieved Eagle ranking by their involvement in school and/or community related projects.

Cypress High School

Hayden Veale
Justin Zaremba
Andrew Tan
Robert Heins
Andrew Adsen
Nathan Harrison
Justin Kane
Joshua Paul
Christopher Paul
Nathan Sacamay

Kennedy High School

Patrick Martin
Christopher Farley
Evan Yamanaka
Nicholas Hisamoto

Western High School

Marc Babcock

7.2 **Girl Scouts Gold Award**

The Board of Trustees will recognize three current AUHSD students and one former AUHSD graduate for their outstanding service to our community as Girl Scouts. The Girl Scout Gold Award, for scouts in 9th-12th grade, represents the highest achievement in Girl Scouting. In

order to receive this prestigious award, the scouts are required to complete a seven-step project to solve a community problem. The students below received a Gold Award from the Girl Scouts of America.

Cypress High School
Lisa Thompson

Kennedy High School
Radhika Aggarwal
Ashley Mar

Loara High School
Torilyn Mundi

7.3 **Spotlight on Youth Awards**

The Women's Division of the Anaheim Chamber of Commerce annually honors youth in our community who are making a difference. This year, the following five AUHSD students received the Spotlight on Youth Award at a luncheon on April 24, 2014: Angel Reza, Katella High School; Isabel Pena, Loara High School; Makenzie Adams, Orangeview Junior High School; Manasa Lakshmi, Lexington Junior High School; and Reah Chiong, Oxford Academy. These students were selected for the award based on volunteerism and community service.

7.4 **Emily Allen, Letterman Jackets for Special Needs Students**

The Board of Trustees will recognize Emily Allen, Kennedy High School senior, for her fundraising efforts to provide letterman jackets to special needs students who participated in the Special Olympics. Through soliciting donations from local businesses and individual contributors, Emily raised \$1,500 for the jackets. The students were surprised with the jackets during a presentation in the school gymnasium.

8. **REPORTS**

INFORMATION ITEM

8.1 **Student Representative's Report**

Mr. Ibrahim Bharmal, student representative to the Board of Trustees, will report on school activities throughout the District.

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

Ms. Liliana Batatz, DELAC president, and Mr. Carlos Llanas, DELAC parliamentarian, will report on DELAC activities throughout the District.

8.3 **Reports of Associations**

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

8.4 **Principals' Report**

Mr. Kelly Wilson, coordinator, alternative education, and Mr. Jei Garlitos, program administrator I, Community Day School, will present a report on alternative education services.

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

INFORMATION ITEM

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

each topic or item is limited to a total of 20 minutes. Board Members cannot immediately respond to public comments, as stated on the speaker request form.

10. ITEMS OF BUSINESS

RESOLUTIONS

10.1 **Resolution No. 2013/14-HR-05, Day of the Teacher** ***ACTION ITEM*** **(Roll Call Vote)**

Background Information:

California's Day of the Teacher was established in 1982 to recognize teachers for their hard work in preparing students for success in the future. California's future success depends on these students. Anaheim Union High School District teachers work in public education to build a better California.

Current Consideration:

Resolution No. 2013/14-HR-05 declares May 14, 2014, Day of the Teacher. Teachers will be recognized for their dedication and hard work in preparing our students for success in the future.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2013/14-HR-05, by a roll call vote. **[EXHIBIT A]**

10.2 **Resolution No. 2013/14-HR-06, Classified Recognition Week,** ***ACTION ITEM*** **May 18-24, 2014 (Roll Call Vote)**

Background Information:

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

The Board 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. 2013/14-HR-06 declares May 18, 2014, through May 24, 2014, 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 cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees adopt Resolution No. 2013/14-HR-06, by a roll call vote. **[EXHIBIT B]**

EDUCATIONAL SERVICES DIVISION

10.3 **AUHSD Technology Strategic Plan 2014-17**

ACTION ITEM

Background Information:

The District is required by Education Code Section 51871.5 to prepare a technology plan every three to five years as a precondition to receiving technology grants. Moreover, the E-Rate program requires a technology plan to receive Priority II services, such as network and telecommunications equipment. The Educational Services Division has worked extensively with an Orange County Department of Education contract reviewer to assure that the technology plan meets the California Department of Education (CDE) formatting and content requirements. The plan must be approved by the CDE.

Current Consideration:

The District's new Technology Strategic Plan covers the period of July 1, 2014, through June 30, 2017. The plan was developed by The Educational Services Division. Feedback was gathered through site visits, Local Control Accountability Plan (LCAP) community meetings, Facility Master Plan (FMP) community meetings, and recurring technology action group meetings. The Curriculum section focuses on Partnership for 21st Century Skills (P21), Professional Learning Communities (PLCs), Response to Instruction and Intervention (RTI²), Literacy Across Content Areas, Continuum of Assessment and California Assessment of Student Performance and Progress (AB484, CAASPP). The Professional Development section sets objectives to support the Curriculum section. In addition, the Infrastructure and Budget sections forecast the District's technology needs over the next three years as they apply to the LCAP and the FMP. Erik Greenwood, chief technology officer, will give a report on the AUHSD Technology Strategic Plan for 2014-17.

Budget Implication:

There is no cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees approve the Anaheim Union High School District Technology Strategic Plan 2014-17, for the period of July 1, 2014, through June 30, 2017. **[EXHIBIT C]**

10.4 **School Sponsored Student Organization, Loara High School**

ACTION ITEM

Background Information:

The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organizations shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following schools have submitted school sponsored student organization applications:

One for One, Loara High School

Budget Implication:

Each school sponsored student organization offsets operational costs through donations and fundraising efforts.

Staff Recommendation:

It is recommended that the Board of Trustees approve the school sponsored organization applications. **[EXHIBIT D]**

HUMAN RESOURCES DIVISION

10.5 **Public Disclosure of Superintendent's Contract**

INFORMATION ITEM

Background Information:

The Board appointed Mr. Michael Matsuda as superintendent and approved his employment agreement at the regular meeting on March 11, 2014.

Current Consideration:

This item is to publically disclose the superintendent's employment contract for the period March 17, 2014, through June 30, 2017.

Budget Implication:

The superintendent's salary is a budgeted expenditure and was previously approved at the Board meeting on March 11, 2014. The disclosure of the employment contract has no impact on the District's budget.

Staff Recommendation:

Although this is an information item, requiring no formal action by the Board of Trustees, it is recommended that the Board officially disclose the superintendent's employment contract. **[EXHIBIT E]**

10.6 **Memorandum of Understanding between Anaheim Union High School District and the Anaheim Secondary Teachers Association (ASTA), 2015-16, 2016-17, and 2017-18 Student/Teacher Calendars**

ACTION ITEM

Background Information:

Historically, the District has used a Student/Teacher Calendar that begins in late August or early September and ends in June, with semester one ending in late January after the winter break. In an effort to benefit student learning and instructional time, an early start calendar was considered. Some of the benefits of an early start school year are to maximize instructional days prior to important testing such as Advanced Placement (AP), International Baccalaureate (IB), and the California High School Exit Exam (CAHSEE). An early start also avoids overlap of high-stakes exams. Another crucial benefit is continuity of instruction by ending the first semester prior to the winter break. The early start also better aligns with colleges and universities and allows students greater opportunity to take advantage of college programs.

With these benefits in mind, the District began to explore stakeholder interest in an early start calendar in 2012. The District conducted a survey and held meetings with stakeholder groups to identify the benefits, interest, and challenges. The early start calendar was then discussed in negotiations between the District and the Anaheim Secondary Teachers Association (ASTA) in the spring and fall of 2013, which resulted in a memorandum of understanding (MOU) to have an early start calendar for the 2015-16, 2016-17, and 2017-18 school years, and to participate in a joint committee to establish specific dates. The joint committee comprised of students and parents, all employee associations/unions, and representatives from athletics, activities, maintenance, facilities, and performing arts met to review potential calendars for the three-year period to identify any issues with implementation. The committee reached a consensus in March 2014 and made a recommendation to the District and ASTA.

Current Consideration:

The District and ASTA reached a tentative agreement on the teacher start/end dates, student start/end dates, vacation periods, and holidays for the 2015-16, 2016-17, and

2017-18 Student/Teacher Calendars. Each of the school years will begin in August, with semester one ending prior to winter break and semester two ending prior to the Memorial day weekend in May. The first student day for the 2015-16 year will be August 12, 2015. The first student day for the 2016-17 year will be August 10, 2016, and the first student day for the 2017-18 year will be August 9, 2017.

Budget Implication:

There is no impact to the budget.

Staff Recommendation:

It is recommended that the Board of Trustees approve the memorandum of understanding with ASTA for the 2015-16, 2016-17, and 2017-18 Student/Teacher Calendars.

[EXHIBIT F]

10.7 **Declaration of Need for Fully Qualified Educators**

ACTION ITEM

Background Information:

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

Current Consideration:

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

Budget Implication:

There is no cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees approve the Declaration of Need for Fully Qualified Educators, as required by the State Commission on Teacher Credentialing.

[EXHIBIT G]

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 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 DIVISION

11.1 **Student Accident & Health Insurance Programs, Myers-Stevens & Toohey & Co., Inc.**

Background Information:

Education Code Section 49470 allows school districts to make group accident insurance available on a voluntary basis for purchase by parents/guardians. Myers-Stevens & Toohey & Co., Inc., has provided student accident and health insurance programs for District students and athletes for many years.

Current Consideration:

The insurance programs allow students who do not have coverage under private plans to participate in athletics and provide a supplement to a parent or guardian's private insurance for both athletes and other students. The student accident and health insurance programs are underwritten by BCS Insurance Company and administered by Myers-Stevens & Toohey & Co., Inc., and cover school time accident insurance, full time accident insurance, and interscholastic tackle football coverage. Dental and illness insurance programs are also available. The 2014-15 insurance program costs are paid by parents/guardians who elect to obtain this voluntary coverage. The 2014-15 rates are as follows:

		Low <u>Option</u>	Mid <u>Option</u>	High <u>Option</u>
School Time Accident	Gr. 7-12	\$39	\$63	\$77
Full Time Accident	Gr. 7-12	\$165	\$219	\$317
Interscholastic Tackle Football Coverage	Gr. 9-12	\$180	\$235	\$338
Full Time Dental (with another plan)	Gr. 7-12	\$18	\$18	\$18
(purchased separately)		\$24	\$24	\$24
Full Time Health Care*	Gr. 7-12			
Initial Payment		\$198		
Subsequent Payments (billed every 2 months)				\$322

*Initial payment covers the remainder of the month in which it was paid and the month following. Subsequent payment covers an additional two-month period.

Budget Implication:

There is no impact on the District budget, as the costs are paid by the parent/guardian on a voluntary basis. Pricing remained the same as the 2013-14 year, with the exception of the Subsequent Payments, which reflects a \$6 per month increase.

Staff Recommendation:

It is recommended that the Board of Trustees approve the student accident and health insurance programs from Myers-Stevens & Toohey & Co., Inc.

11.2 **Agreement, American Red Cross Shelter**

Background Information:

The American National Red Cross, a not-for-profit organization chartered by the United States Congress, provides services to individuals, families, and communities when disaster strikes. The disaster relief activities of the American National Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims.

Current Consideration:

Although the primary role of the District is the care and shelter of our students, schools have a secondary role to provide these services for the community as well. As stated in the agreement, the American National Red Cross may assume responsibility for the care and shelter of disaster victims and use nearby District schools as shelters in case of disaster. The term of the agreement begins on May 9, 2014, and will end 30 days after written notice by either party.

Budget Implication:

There is no direct impact on the District budget, except for normal operating costs of using the facility, as the costs for the care and sheltering of disaster victims are paid by the American National Red Cross.

Staff Recommendation:

It is recommended that the Board of Trustees approve the shelter agreement with the American National Red Cross. **[EXHIBIT H]**

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

Background Information:

By piggybacking onto other public agencies existing bids, our District can take advantage of lower costs through economy-of-scale, and also avoid the time and expense of the public bid process, while keeping the District within our legal requirements. Per Public Contract Code (PCC), Section 20118, a District may acquire various materials, supplies, and equipment by utilizing in an existing contract of another public entity, which is commonly known as piggybacking.

Current Consideration:

At this time, staff has analyzed purchasing options for office supplies, furniture, and related items. It has been determined that the following bids can be utilized to acquire these products at the best value:

- 1) Val Verde Unified School District-Bid-12-13-001 Authorization to Award Contracts for the purchase of office supplies and related items to Southwest School & Office Supply through January 15, 2015, for up to one additional year upon extension by contracting agency at a cost not to exceed \$165,000 annually.
- 2) Hawthorne Unified School District-Bid-13-14-1 Authorization to Award Contracts for the purchase of furniture and related items to Culver-Newlin through June 30, 2015, for up to four additional years upon extension by contracting agency at a cost not to exceed \$175,000 annually.

Piggyback bids provide an opportunity to purchase materials from various funding sources, which is why no specific funding source is designated. The use of these piggybackable contracts is not exclusive and the District can purchase similar products from other suppliers as needed.

Budget Implication:

There will be a cost savings upwards of 50 percent off list price for office products and upwards of 53 percent off list price for furniture. (Various Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the use of piggybackable contracts for the purchase of office supplies, furniture, and related items.

11.4 **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, and authorize proper disposal in accordance with Education Code Section 60510 et al. **[EXHIBIT I]**

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

Staff Recommendation:

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

11.6 **Donations**

Staff Recommendation:

It is recommended that the Board of Trustees accept the donations as listed. **[EXHIBIT K]**

11.7 **Check Register/Warrants Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the check register/warrants report, April 8, 2014, through April 28, 2014. **[EXHIBIT L]**

11.8 **Purchase Order Detail Report**

Staff Recommendation:

It is recommended that the Board of Trustees ratify the Purchase Order Detail Report, April 8, 2014, through April 28, 2014. **[EXHIBIT M]**

11.9 **Supplemental Information**

11.9.1 Enrollment Report, Month 8 **[EXHIBIT N]**

11.9.2 ASB Report, March 2014 **[EXHIBIT O]**

EDUCATIONAL SERVICES DIVISION

11.10 **Chapman University Services Agreement**

Background Information:

The District and Chapman University are collaborating for a second time on a federally funded California Mathematics and Science Partnership (CaMSP) research grant. The goals of the grant are to: 1) deepen science teachers' subject matter competency; 2) familiarize teachers with the Next Generation Science Standards (NGSS); and 3) provide instructional pedagogy on performance-based lesson design. The prior CaMSP grant was conducted 2007-10; the District managed that grant.

Current Consideration:

The Chapman University Services Agreement is for Cycle One of the three-year (CaMSP) research grant (2014-17). The grant requires 60 intensive hours of training and 24 hours of follow-up coaching each year. Currently, 55 District science teachers are participating as a Science Teacher Fellow. The Science Fellows enroll in a Chapman University summer institute each year of the grant and receive three units of university credit (9 units total), a \$2,000 honorarium each year (\$6,000 total), and receive MESA certification at the completion of the program. The service agreement covers the cost of the professional development and curriculum development by Chapman University professors for Cycle One. The District is again managing the grant.

Budget Implication:

The Chapman University Service Agreement is \$218,890 for Chapman University expenses for Cycle One of the grant. Cycle Two and Three will follow at the start of each subsequent year of the grant (California Mathematics and Science Partnership Program, Cohort 10, Cycle One).

Staff Recommendation:

It is recommended that the Board of Trustees ratify the service agreement. The Cycle One grant term is from January 1, 2014, through September 30, 2015. **[EXHIBIT P]**

11.11 **Application, Carl D. Perkins Career and Technical Education Improvement Act of 2006 Application for 2014-15 Funding**

Background Information:

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 provides annual funding to improve, enhance, and/or expand Career Technical Education (CTE) pathways in designated industries. Through collaboration with the North Orange County Regional Occupational Program (NOCROP), AUHSD has developed 21 career pathways across 13 of the 15 recognized industries. Districts submit an annual funding application to the state detailing the projected expenditures of the funding. Both the District and the state must approve the funding application.

Current Consideration:

Nine District high schools have requested funding to support designated CTE pathway programs. This funding is for the purchase of industry equipment upgrades, professional development, and to support the activities of career technical student organizations, such as Future Business Leaders of America (FBLA), Future Homemakers of America-Home Economics Related Occupations (FHA-HERO), and Virtual Enterprise.

Budget Implication:

There is no impact on the budget. The 2014-15 Carl D. Perkins allocation is \$535,107; funding for the 2013-14 year was \$543,043. (Federal Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the submission of the application. Funding will be expended July 1, 2014, through June 30, 2015. **[EXHIBIT Q]**

11.12 **Agreement, Sports Concussion Institute**

Background Information:

Sports Concussion Institute (SCI) is a clinic specializing in state-of-the-art assessment, treatment, and prevention services for mild brain injuries (concussions), pain management, and memory disorders. SCI conducts concussion baseline assessments on California middle

and high school athletes, and continues to provide concussion education, prevention, and clinical management services to middle schools, high schools, and universities throughout the Southern California region. The District entered into an agreement with SCI during the 2013-14 year.

Current Consideration:

This agreement provides Baseline Neurocognitive and Vestibular Testing for all student athletes involved in high-risk sports. The agreement also provides for 10 one-hour concussion education and professional development presentations, as well as community-based education opportunities for parents and community members to learn about concussions. All student athletes who are tested will have access to the Return to Play Concussion Care Solution™ Concussion Insurance.

Budget Implication:

The agreement has no direct impact on the District budget, as all costs are not to exceed \$22,500 and will be reimbursed through California State Association of County (CSAC) Excess Insurance Authority (EIA) Credits accumulated.

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement between the Anaheim Union High School District and Sports Concussion Institute. Services will be provided July 1, 2014, through June 30, 2015. **[EXHIBIT R]**

11.13 **Agreement, California School Management (CSM) Consulting, Inc.**

Background Information:

E-Rate is administered by the Universal Service Administrative Company (USAC), under the direction of the Federal Communications Commission (FCC), and provides discounts to assist most schools and public libraries in the United States to obtain affordable telecommunication services, equipment, software, and internet access.

Current Consideration:

The Education and Information Technology (EIT) Department utilizes E-Rate consultants to provide assistance including, but not limited to: E-Rate form filing, process, guidance, audit documentation, telecommunication services review, and fund collection. The agreement brings highly-specialized and unique expertise to the District and is considered crucial to the E-Rate funding. Last year, the District was approved for more than \$1.1 million in funding. To date, the District has received more than \$14 million in E-Rate funding over the life of the program.

Budget Implication:

Services will be provided at a cost not to exceed \$27,600. (General Funds)

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement with California School Management (CSM) Consulting, Inc. for the period July 1, 2014, through June 30, 2015. **[EXHIBIT S]**

11.14 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for basic and supplemental courses, which include Math and English. The books have been made available for public view.

Staff Recommendation:

It is recommended that the Board of Trustees adopt the selected instructional materials. **[EXHIBIT T]**

11.15 **Instructional Materials Submitted for Display**

The Instructional Materials Review Committee has recommended the selected materials for display for basic and supplemental courses in Math and History. Before the materials can be approved for adoption, they must be made available for public review. The Board of Trustees will be requested to consider adoption of the materials following the end of the period of public display, May 9, 2014, through May 29, 2014.

Staff Recommendation:

It is recommended that the Board of Trustees approve the display. **[EXHIBIT U]**

11.16 **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 V]**

11.17 **Field Trip Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the field trip report as submitted. **[EXHIBIT W]**

HUMAN RESOURCES DIVISION

11.18 **Agreement, Biola 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 experience in a professional setting within our District schools. The District has had a student teaching agreement in place with Biola University since 2002.

Current Consideration:

This agreement is a renewal of the current agreement already in place with Biola University. The current agreement expires September 1, 2014. University students will meet with school site master teachers to be involved in the students' preparation for student teaching. This agreement provides opportunities for student teachers in the physical education field to observe, participate, assist, and teach in the master teacher's classroom for one (1) semester. Master teachers will model to the student teacher effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. This agreement will be in effect September 1, 2014, through September 1, 2016.

Budget Implication:

There is no cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees approve the student teaching agreement between Anaheim Union High School District and Biola University. **[EXHIBIT X]**

11.19 **Agreement, California State University, Long Beach**

Background Information:

The District has traditionally entered into agreements with university programs to provide opportunities for university students to meet their field work requirements and to gain valuable experience in a professional setting within our District schools. The District has had a student teaching agreement in place with California State University, Long Beach (CSULB) since 1995.

Current Consideration:

This agreement is an extension of the current agreement already in place with CSULB. The current agreement expires June 30, 2014. University students will meet with school site master teachers to be involved in the students' preparation for student teaching. This agreement provides opportunities for student teachers in the physical education field to observe, participate, assist, and teach in the master teacher's classroom for one (1) semester. Master teachers will model to the student teacher effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. This agreement will be extended through June 30, 2019.

Budget Implication:

There is no cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees approve the student teaching agreement between Anaheim Union High School District and California State University, Long Beach.

[EXHIBIT Y]

11.20 **Agreement, Chapman 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 Chapman University speech pathology interns to provide supervised support services to District students and staff.

Current Consideration:

The agreement with Chapman University will provide for clinical training in the area of speech pathology. The agreement will be effective July 1, 2014, through July 1, 2019. University students will meet with District clinical supervisors (speech language pathologists) at the intern's assigned school site to be involved in the student's preparation for speech language pathology. This agreement provides opportunities for the student to observe, participate, and assist in the District's speech language pathology program. Clinical supervisors will model to the student effective planning, instruction, and management strategies, as well as discuss these strategies with the student teacher. Additionally, professional attire, development, and conduct will be reviewed. Due to the university's policy for executing agreements, this agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

The services provided are at no cost to the District.

Staff Recommendation:

It is recommended that the Board of Trustees approve the agreement between Anaheim Union High School District and Chapman University. **[EXHIBIT Z]**

11.21 **Certificated Personnel Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the certificated personnel report as submitted. **[EXHIBIT AA]**

11.22 **Classified Personnel Report**

Staff Recommendation:

It is recommended that the Board of Trustees approve/ratify the classified personnel report as submitted. **[EXHIBIT BB]**

SUPERINTENDENTS OFFICE

11.23 **Board of Trustees' Meeting Minutes**

March 11, 2014, Regular Meeting **[EXHIBIT CC]**

Staff Recommendation:

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

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

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

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

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

14.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, May 29, 2014, at 6:00 p.m.

Thursday, June 19
Thursday, June 26
Thursday, July 10
Thursday, August 21
Thursday, September 4

Tuesday, September 23
Thursday, October 16
Thursday, November 6
Thursday, December 11

14.2 **Suggested Agenda Items**

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

In compliance with the Americans with Disabilities Act, individuals with a disability who require modification or accommodation in order to participate in this meeting should contact the executive assistant to the superintendent at (714) 999-3503 by noon on Monday, May 5, 2014.

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

Day of the Teacher

May 14, 2014

RESOLUTION NO. 2013/14-HR-05

May 8, 2014

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

WHEREAS, quality education is key to progress, success and meeting the challenges of a changing world; and

WHEREAS, the role of the classroom teacher cannot be overemphasized, for they are the single most influential factor in a child's education; and

WHEREAS, teachers fill many roles, including listener, role model, motivator, and mentor; and

WHEREAS, our teachers are at their best when they hold students to high expectations, challenge them to think critically, push them to excel in the face of any obstacle, and guide their development into contributing citizens; and

WHEREAS, excellent teaching is a labor of love, and our dedicated professionals often use their own resources and work evenings and weekends to enhance and enrich the daily learning experiences of their students with innovative lessons; and

WHEREAS, District teachers strive to make every classroom an exciting environment where productive and useful learning can take place and each student is encouraged to grow and develop; and

WHEREAS, District teachers are dedicated to providing students optimum opportunities for success and fulfillment, as well as motivating students to reach high levels of achievement;

NOW, THEREFORE, BE IT RESOLVED that the Anaheim Union High School District Board of Trustees observes May 14, 2014, as California Day of the Teacher, to salute the teachers who mold and educate our children and impact and enrich our lives.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees, on May 8, 2014, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said board at the regular meeting thereof held on the 8th day of May 2014, 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 8th day of May 2014.

Michael Matsuda
Superintendent and Secretary to the
Board of Trustees

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

**Classified School Employee Week
May 18-24, 2014**

RESOLUTION NO. 2013/14-HR-06

May 8, 2014

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

WHEREAS, classified school employees provide valuable services to the schools and students of the Anaheim Union High School District; and

WHEREAS, the theme of the 2014 Classified School Employee Week is Inspiring Generations; and

WHEREAS, classified school employees contribute to the establishment and promotion of a positive instructional environment; and

WHEREAS, classified school employees play a vital role in providing for the welfare and safety of Anaheim Union High School District's students; and

WHEREAS, classified school employees employed by the Anaheim Union High School District strive for excellence in all areas relative to the educational community; and

NOW, THEREFORE BE IT PROCLAIMED that the Board of Trustees hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the State of California and in the Anaheim Union High School District, and declares the week of May 18-24, 2014, as "Classified School Employee Week" in the Anaheim Union High School District.

The foregoing resolution was passed and adopted at the regular meeting of the Board of Trustees, on May 8, 2014, by the following roll call vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

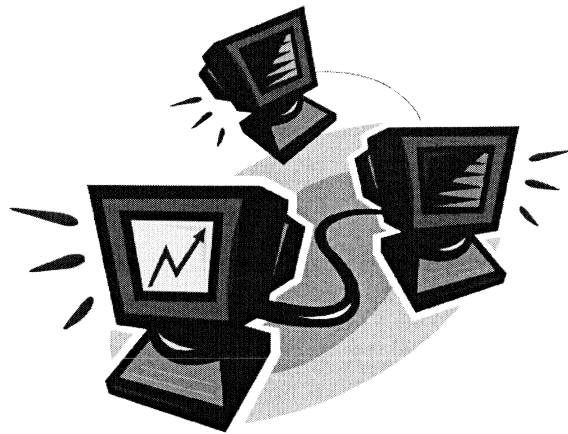
STATE OF CALIFORNIA)
)
) SS
)
COUNTY OF ORANGE)

I, Michael Matsuda, superintendent of the Anaheim Union High School District, Orange County, California, and secretary to the Board of Trustees thereof, hereby certify that the above and foregoing resolution was duly and regularly adopted by the said board at the regular meeting thereof held on the 8th day of May 2014, 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 8th day of May 2014.

Michael Matsuda
Superintendent and Secretary to the
Board of Trustees

Anaheim Union High School District



TECHNOLOGY STRATEGIC PLAN 2014-17

TECHNOLOGY STRATEGIC PLAN 2014 - 2017

TABLE OF CONTENTS

Introduction.....	3
AUHSD Vision	3
Plan Duration	3
Stakeholders	3
2013-2014 Technology Action Group	3
Technology Strategic Planning Process	5
AUHSD Curricular Goals	6
Curriculum & Instruction Goals, Objectives, Benchmarks, and Evaluation	10
AUHSD Professional Development	20
Professional Development Goals, Objectives, Benchmarks, and Evaluation	21
Infrastructure, Hardware, Technical Support, and Software.....	30
Infrastructure Goals, Objectives, Benchmarks, and Evaluation.....	32
Hardware Goals, Benchmarks and Evaluation.....	33
Software and Learning Resource Goals, Benchmarks, and Evaluation	34
Funding and Budget	37
Estimated Annual Implementation Costs for the Term of the Plan	38
Monitoring and Evaluation	41
AUHSD Technology Plan Timeline Monitoring/Evaluation.....	42
Effective Collaborative Strategies with Adult Literacy	44
Effective, Research-Based Methods and Strategies	44
Appendices.....	51
Criteria Matrix	51
Technology Plan Contact Information	60

TECHNOLOGY STRATEGIC PLAN 2014 - 2017

ABOUT AUHSD

AUHSD, established in 1898, provides educational services to students residing in Anaheim, Buena Park, Cypress, La Palma, and Stanton. The district encompasses 46 square miles, is bordered by the Santa Ana and San Gabriel Rivers. AUHSD is among the top three employers in the city of Anaheim, employing over 3,000 staff members.

AUHSD VISION

The Anaheim Union High School District will graduate socially aware, civic-minded students who are college and career ready for the 21st Century.

1. PLAN DURATION

This three-year technology plan (7/1/2014 – 6/30/2017) is presented to meet the curricular goals in this document through the implementation of programs, professional development and technology. The District uses a state rubric to take into account state and federal funding opportunities. This technology plan is also used for E-Rate purposes.

2. DESCRIPTION OF STAKEHOLDERS

Special thanks to the following members of the 2013/2014 Technology Action Group strategic planning committee for providing input into this plan revision.

COMMITTEE MEMBERS

Students

Nicholas Fortinberry	Student Ambassador – Loara High School
Nhung Nguyen	Student Ambassador – Loara High School
Amiel Cristobal	Student Ambassador – Savanna High School
Jacob Aquino	Student – Kennedy High School

Parents

Lori Aguirre	Parent
Kira Artinger	PTSA President for Katella High & DAC
James Dinwiddie	Parent
Gretchen Levesque	Parent & DAC
Linda Lobatos	Parent

Community Partners

Michelle Bain	Hewlett Packard
---------------	-----------------

TECHNOLOGY STRATEGIC PLAN 2014 - 2017

Ellen Kotler
Howard Brooke

California State University, Fullerton
Sehi Computer Products

District Administration

Dr. Diane Donnelly
Willie Dumas
Erik Greenwood
Trish Lockhart
Dr. Rick Martens
Michael Matsuda
Cynthia Pettit
Hector Saldivar
Dr. Paul Sevillano
Reneé Citlau

Coordinator, Innovative Programs
Information Systems Specialist I
Chief Technology Officer
Director, Curriculum and Instruction
Program Administrator – Safe Schools
Superintendent
Assessment and Evaluation Analyst
Network Analyst
Assistant Superintendent, Education
Educational Technology Specialist

School Site Representatives

Julie Anderson
John Bautista
Bev Berekian
Gary Brown
Justin Buz'zard
John Dechene
Dean Delgado
Mike Derbish
Rob Gaudette
Colin Gawronski
Dana Glidden
Jack Gupton
Beth Harper
Bob Jauregui
Jamie Keledjian
Andy Lee
Ryan Loch
Jamie Milan
Yousef Nasouf
Dennis Nelson
Ryan Ruelas
Mike Rylaarsdam
Carol Shaw
Tom Sibley
Ray Solorzano
Kasey Spencer
Sandra Sweeten
Huy Tran
Eva Valencia
Bradley Watrous
Jason Williams

Teacher – Dale Junior High School
Teacher – Katella High School
Teacher – Magnolia High School
Assistant Principal – Sycamore Junior High School
Teacher – South Junior High School
Teacher – Gilbert High School
Teacher – Cypress High School
Teacher – Sycamore Junior High School
Teacher – Dale Junior High School
Teacher – Ball Junior High School
Teacher – Orangeview Junior High School
Teacher – Walker Junior High School
Teacher – Loara High School
Assistant Principal – Anaheim High School
Teacher – Brookhurst Junior High School
Teacher – Savanna High School
Teacher – Hope School
Assistant Principal – Ball Junior High School
Principal – Orangeview Junior High School
Teacher – Savanna High School
Teacher – Anaheim High School
Teacher – Oxford Academy
Teacher – South Junior High School
Teacher – Kennedy High School
Teacher – Western High School
Teacher – Oxford Academy
Teacher – South Junior High School
Teacher – Orangeview Junior High School
Assistant Principal – Magnolia High School
School Site Tech. – Savanna High School
Teacher – Dale Junior High School

TECHNOLOGY STRATEGIC PLAN 2014 - 2017

TECHNOLOGY STRATEGIC PLANNING PROCESS

In January 2002, the Technology Action Group (TAG) was established to serve as a strategic planning committee for technology. The overall work of this committee has been to gather and evaluate information on the current status and needs for technology and to develop strategic priorities to address those needs. In the tradition of the 1998, 2002, 2003, 2005, 2008 and 2011 Revisions of the AUHSD Technology Plan, the plan components have been organized and updated in this revision to meet the California State Board of Education adopted document, "Educational Technology Planning: A Guide for School Districts".

As one action group within the overall AUHSD strategic planning process, the focus of our group is to address issues specific to technology, as well as to consider how technology can serve as a tool or vehicle to meet the needs identified by the other district strategic action groups.

The TAG is a representative committee of district stakeholders, including parents, students, teachers, and site administrators from each division and various district departments. Activities of this group include:

1. Evaluating the status of the current technology plan;
2. Examining the status of current AUHSD technology projects;
3. Brainstorming and researching how emerging technologies affect AUHSD;
4. Gaining synergies by networking with other local school districts and educational entities;
5. Gathering input from parents, teachers, administrators, technology staff, and other stakeholders;
6. Examining federal, state and county technology plans, goals and requirements;
7. Reading various technology plans, planning resources and rubrics, from federal, regional and state level resource sites;
8. Gathering and evaluating district technology data with regard to hardware, wiring, resources, and professional development projects;
9. Collecting and examining survey data from teachers and principals; and
10. Monitoring plan implementation progress; and
11. Examining the progress towards meeting technology plan goals on an annual basis.

From these types of activities, the committee identifies continuing common needs and issues with regard to technology. These issues provide a framework for the identification of five strategic goals for technology and implementation strategies, as well as a foundation for further planning.

AUHSD CURRICULAR GOALS**3a. Current Access to Technology**

All administrators, teachers, and instructional support personnel have access to technology by being assigned a computer and an email account. All classrooms have one or more network connected computers and a telephone. The overall student to computer ratio is 2.87:1. School sites use more than 2,200 laptops and tablets. All school sites have at least one computer lab. Figure 1 shows technology concentration of all schools.

Every school site and all classrooms have Internet access, projectors, document cameras, and printers. School libraries have computers available for students to access school collections, the Internet, and electronic resources. All physical education teachers and some special education and social science teachers are utilizing digital devices such as iPad and iPod Touch to support instructional delivery and enhance student learning. School computers are available to students before school, during lunch, and after school. Public access exists through specific school site parent centers, and all community libraries throughout the communities that Anaheim Union High School District serves. The overall goal of Anaheim Union High School District is to ensure that each classroom has an adequate number of computers for 21st Century engaging and effective subject matter instruction, and that parents and students have sufficient access to technology outside of the school day in ways that improve overall student achievement.

Figure 1. Technology Figures from 2012/13 Technology Survey (% of Teachers with access to technology)

School	Audience Response System (ARS)	Document Camera	Grade Cam	Interactive White Board	Projector	Speakers	Computers At Site
Anaheim HS	9.5%	43.0%	51.3%	12.0%	85.4%	50.6%	969
Ball JHS	2.3%	30.2%	53.5%	9.3%	95.4%	60.5%	317
Brookhurst JHS	6.5%	76.1%	54.4%	15.2%	87.0%	73.9%	579
CDS	25.0%	50.0%	62.5%	75.0%	100.0%	62.5%	98
Cypress HS	11.2%	69.7%	52.8%	11.2%	93.3%	70.8%	617
Dale JHS	58.0%	54.0%	52.0%	6.0%	88.0%	62.0%	568
Gilbert HS	38.2%	35.3%	35.3%	44.1%	94.1%	52.9%	366
Hope School	0.0%	29.2%	12.5%	8.3%	95.8%	83.3%	145
Katella HS	8.4%	48.4%	43.2%	5.3%	90.5%	61.1%	473
Kennedy HS	1.2%	20.9%	59.3%	5.8%	83.7%	65.1%	529
Lexington JHS	27.9%	51.2%	46.5%	9.3%	90.7%	62.8%	371
Loara HS	6.1%	40.8%	53.1%	6.1%	82.7%	59.2%	506
Magnolia HS	14.5%	50.7%	52.2%	20.3%	88.4%	47.8%	668
Orangeview JHS	26.3%	68.4%	63.2%	36.8%	89.5%	55.3%	436
Oxford Academy	2.9%	57.1%	48.6%	0.0%	88.6%	60.0%	729
Polaris HS	0.0%	50.0%	87.5%	12.5%	25.0%	37.5%	*
Savanna HS	2.6%	73.1%	30.8%	2.6%	91.0%	56.4%	802
South JHS	7.9%	55.3%	61.8%	13.2%	88.2%	61.8%	829
Sycamore JHS	21.9%	57.5%	64.4%	2.7%	91.8%	67.1%	667
Walker JHS	9.5%	64.3%	57.1%	11.9%	90.5%	73.8%	513

TECHNOLOGY STRATEGIC PLAN 2014-17

School	Audience Response System (ARS)	Document Camera	Grade Cam	Interactive White Board	Projector	Speakers	Computers At Site
Western HS	4.7%	60.0%	56.5%	7.1%	89.4%	51.8%	524
Average Total	12.0%	51.5%	51.6%	11.0%	88.5%	60.2%	10706

* Polaris HS computers are included in the Gilbert HS totals.

3b. Description of the district's current use of hardware and software to support teaching and learning.

The standard software on all computers include Windows and Microsoft Office. Web-based software such as Aeries, Teleparent, and Illuminate are available for all teachers, parents, and students. Schools access additional software resources such as those recommended from California Learning Resources, ALEKs, Naviance, Inside, Edge, and Read 180. Anaheim Union High School District utilizes approximately 35 distinct software programs and versions to support student learning. Teachers use technology such as Aeries, Teleparent, Naviance, and Illuminate, to document student academic progress, design instruction, develop assessments review student assessment data, collaborate with other educators, and communicate with parents regarding student learning and progress in school.

Students use technology to collaborate, communicate, research, evaluate information, learn, and reinforce skills taught in class. Examples of how students are using technology include word processing, Power Point presentations, videos, and Internet searches. All students have an email account and access Aeries to check their grades and academic progress.

Students enrolled in online programs use digital media and various technologies to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

All AUHSD high school students have access to a district-wide online learning environment. Students in the AUHSD eLearning program are able to take one or two courses online in a variety of core and elective subject areas including advanced placement. Students take an online course as part of his or her regular school schedule. All eLearning curriculum is developed by AUHSD teachers and aligned with iNACOL (International Association for K12 Online Learning) Standards. The virtual teachers teach one or more online courses as part of his or her regular teaching schedule. Online students access their classes through the learning management system, Haiku. The online program allows students to extend the school day, enroll in classes that might not be available on their school site, and collaborate with students from across the district. BlackBoard Collaborate is used for weekly synchronous online class sessions. During these sessions students communicate with their teachers and classmates, collaborate on projects, and ask clarifying questions. Sessions are recorded so that students can review as necessary.

Students also use the online curriculum from APEX Learning primarily for credit recovery. All sites have an after-school hybrid credit recovery program. In addition, one high school has an independent learning center where students use APEX curriculum to complete all graduation requirements. The learning center is an instructional option for students who need more flexibility in time, instructional support, and prefer a more 21st Century approach to learning. Students access course curriculum through Apex Learning, an online curriculum

TECHNOLOGY STRATEGIC PLAN 2014-17

provider. Outreach teachers monitor student progress through the Apex software.

Students in both programs have the opportunity to work in the computer lab and/or at home. All content area courses and all academic levels are available for students.

Students with special learning needs, use a variety of technology to make instruction more accessible (e.g. laptops, headsets, translators, SOLO). SOLO allows special education students to obtain extra support for reading and writing within the general education or special education classroom. Special needs students also have Assistive Technology devices (e.g., AlphaSmart, laptops, printreaders, etc.) to support their learning in all of their classes, as well as at home.

Technology is used to support instruction for all English learners. All teachers use Illuminate for district and site-developed common assessments and information gathering/analysis. Various district-developed programs and reports for reclassification, progress monitoring, movement through program analysis, and other EL related data are created and disseminated. Teachers and EL students use presentation technology, such as LCD projectors, document cameras, and “smart boards”, Microsoft programs, such as Word, Excel, and PowerPoint for various classroom applications, quizdom/response-oriented technology to support student involvement and progress monitoring. EL parents receive “TeleParent” home communication technology in their home language to support parent communication and involvement. “Talk Systems, Inc” provides individual translation units that allow for simultaneous and consecutive translation at parent events in multiple languages, and district and school web sites, with some translation capability.

Illuminate is used at multiple levels to support student learning. Teachers use Illuminate to monitor individual student progress, assess the effectiveness of instructional units, and reflect on student learning. Teachers use Illuminate to view profiles on individual students to develop plans to support individual student needs. The profile includes the student’s course enrollment, grade history, test results, and other relevant information, such as the student’s language fluency or other special needs. Teams of teachers also develop common assessments to measure student learning of the curriculum. Teacher teams then collaborate on the results of the common assessments, along with their instructional methodology, to improve student learning outcomes. Teachers use this information to re-teach concepts to the whole class or to target interventions for specific students.

Both site and district level administrators use Illuminate reports to monitor the implementation and effectiveness of instructional program. This assures that all students, at all school sites have access to rigorous instructional programs. It also identifies areas of weakness within the curriculum and areas where professional development may be needed.

3c. Summary of the District’s curricular goals that are supported by the technology plan.

The AUHSD Strategic Plan was initiated by the Board of Trustees to provide a roadmap for future District endeavors designed to maximize student success. The strategic plan is centered on four areas including the Legacy of Student Success: Student Learning. The district’s strategic plan focuses on graduating all students college and career ready. The district’s educational learning initiatives put into action the strategic plan.

Partnership for 21st Century Skills (P21)

AUHSD is a P21 (Partnership for 21st Century Skills) district which intentionally offers a wide array of curricular and extra-curricular choices including CTE (Career Technical Education, STEAM (science, technology, engineering, arts, and mathematics) course options for students. All courses focus on students attaining the 21st Century skills of critical thinking, collaboration, cooperation, and creativity. Students also have instructional options through seat-based and online course offerings, but both options will provide the use of technology to support teaching and learning.

Professional Learning Communities (PLCs)

All teachers participate in one, or more, grade-level PLC that are focused on student learning. All teachers collaborate on curriculum, instruction, and assessment on a regular basis. Data analysis is used to make instructional adjustments to ensure student learning for all students. All teachers participate in Learning Walks as a reflective process for strengthening instructional practices.

Response to Instruction and Intervention (RTI²)

RTI² is a systemic approach to providing a school culture with academic and behavioral support protocols that result in the academic achievement of all students. Quality instruction is at the heart of every lesson, in every classroom, every day. Before progressing in a unit, teachers understand and implement re-teaching strategies for struggling students, as well as, enrichment strategies for students who are at mastery level. Strategies are used by school leadership and staff to develop personalized approaches to learning and alternative instructional options which allow access to and progress in the rigorous standards-based curriculum.

Literacy Across Content Areas

AUHSD curriculum is aligned to the Common Core State Standards with the emphasis on literacy across all content areas. Project-based learning lessons, embedded with the use of technology, supports teaching and learning. Daily language objectives are deliberately expressed and taught in all classrooms. All students read, listen, write, and speak in every class, every day. Technology is used to support the daily emphasis of literacy acquisition.

Continuum of Assessment

All classrooms, on a daily basis, intentionally utilize a multitude of ways to assess what students know and can do. Emphasis is on performance tasks and assessments having students show what they know. Common Formative and Summative Assessments are collaboratively developed, curriculum embedded, and analyzed for instructional intervention by teachers. Effective use of technology is used to ensure an accurate calibration between effective teaching strategies and student learning. District benchmarks results are utilized to evaluate program effectiveness and to assist with student placement criteria.

California Assessment of Student Performance and Progress (AB484, CAASPP)

Technology monies will be used to purchase mobile labs and update existing infrastructure for Smarter Balanced Assessments. Teachers will be trained on best instructional practices that integrate technology and infuse 21st century skills. Teachers, parents, and students will receive hands-on experience via the Smarter Balanced practice test. Site test coordinators will be trained on the setup and administration of the Smarter Balanced field test in the Spring of 2014. Teachers will be trained on how to best utilize the Smarter Balanced item bank and assessment tools that will be available in 2015.

3d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.

Strategic Goal # 1 of 7:

AUHSD will provide technology to staff and students that will support student achievement of Common Core standards, instruction, assessment, and includes mastery of 21st Century Skills.

Measurable Objective One:

By June 30, 2017, all students will utilize technology to participate in rigorous and relevant, project-based approaches to learning that foster literacy and the 21st century skills of creativity, collaboration, critical thinking, and communication, as measured by the number of students creating cross-curricular projects in the district PBL/performance task bank.

Annual Benchmarks:

By June 30, 2015

- 50% of students will create a project and post in the district PBL/performance task bank

By June 30, 2016

- 75% of students will create a project and post in the district PBL/performance task bank

By June 30, 2017

- 100% of students will create a project and post in the district PBL/performance task bank

Measurable Objective Two:

By June 30, 2017, eligible students will have the opportunity to participate in online courses that enhance student learning including credit recovery opportunities, as measured by enrollment numbers in eLearning and APEX Credit Recovery courses.

Annual Benchmarks:

By June 30, 2015

- 25% of eligible students will be enrolled in online learning instructional options as measured by enrollment in APEX and AUHSD eLearning courses.

By June 30, 2016

- 50% of eligible students will have access to online learning instructional options as measured by enrollment in APEX and AUHSD eLearning courses.

By June 30, 2017

- 75% of eligible students will have access to online learning instructional options as measured by enrollment in APEX and AUHSD eLearning.

Measurable Objective Three:

By June 30, 2017, at least 75% of students will have an opportunity to participate in a continuum of online and blended learning opportunities including flipped classes, hybrid classes, and pure virtual classes as measured by the number of completed lessons and projects/performance tasks posted to district resource bank.

Annual Benchmarks:

By June 30, 2015

- 25% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

TECHNOLOGY STRATEGIC PLAN 2014-17

By June 30, 2016

- 50% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

By June 30, 2017

- 75% of students will participate in a blended learning environment as measured by the number of students with learning management system accounts.

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Technology coaches will be trained on PBL/performance tasks through OCDE Buck Institute trainings	March 2014 to November 2014	Technology Specialist English Curriculum Specialist	Training Agendas Projects/performance tasks produced by coaches Coach reflections Student work
Technology coaches, lesson design specialists, and literacy coaches will work with the English curriculum specialist and the technology curriculum specialist to develop a blended learning training for teachers to reflect and revise PBL/PTs based on Habits of Mind, 21 st Century Skills, CCSS, literacy skills, technology skills, and language development	June 2014 to August 2014	Educational Technology Specialist English Curriculum Specialist Site Lead Technology Coaches Lesson Design Specialists (LDS) Literacy Coaches	Training Agendas Online discussions and reflections Online teacher training that include: <ul style="list-style-type: none"> • Discussions • Reflections • Student work examples • Teacher portfolio of revision and reflection process Exemplary projects and performance tasks submitted to lesson bank
Lead Technology coaches, Lesson Design Specialists, and Literacy Coaches train teachers in PBL/PTs	Fall 2014 and ongoing thereafter	Educational Technology Specialist English Curriculum Specialist Lead Technology Coaches Lesson Design Specialists Literacy Coaches	Training sign in sheets Agendas Teacher reflections Teacher PBL/PTs uploaded to the lesson bank Student work Teacher and student surveys LMS usage report
Teachers participate in blended learning PLCs where they review, revise, and reflect on projects/PTs based on criteria that is aligned with CCSS, 21 st Century Skills, district initiatives, Habits of Mind, and student work	July 2014 and ongoing thereafter	Educational Technology Specialist English Curriculum Specialist Technology coaches Lesson Design Specialists Literacy Coaches Teachers	PLC notes Student work Teacher discussions Teacher reflections Revised projects/PTs Exemplary projects submitted to lesson bank
Identify and vet effective technologies that require students to collaborate, communicate effectively, demonstrate creativity, and think critically	July 2014 and ongoing thereafter	Technology coaches Educational Technology Specialist Chief Technology Officer	Purchased technologies Student work Usage reports Teacher and student surveys Teacher projects and performance tasks

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Adopt a district-wide learning management system (LMS)	Summer 2014 to Winter 2014	Technology Advisory Group (TAG) and Education Division	Purchased LMS
Implement LMS for teacher and student collaboration	Summer 2014 and ongoing thereafter	Technology Coaches Educational Technology Specialist eLearning teachers	Resource bank Online discussions and lesson sharing
Teachers implement and students complete PBL/PTs that integrate various technologies	Fall 2014 and ongoing thereafter	Technology coaches Teachers	Completed Lessons and projects/performance tasks posted to district resource bank Student work Student and teacher surveys
Recruit and enroll students into previously created eLearning courses	Spring 2014 and ongoing thereafter	Counselors Administration Virtual Teachers	Enrollment numbers in each course by site.
Recruit and enroll credit deficient students in the APEX credit recovery program	Spring 2014 and ongoing thereafter	Counselors Administration Credit Recovery Teachers	Credit Completion results
Develop additional teacher-created eLearning courses through established online curriculum development process that is based on best practices in online pedagogy, UC guidelines, NCAA criteria, district initiatives, CCSS, and iNACOL standards	Summer 2014 and ongoing thereafter	Educational Technology Specialist Virtual teachers	Training sign in sheets Agendas eLearning course outlines Online courses in LMS UC and NCAA approval Self and peer assessment of eLearning courses based on rubric
eLearning teachers will continually modify their teacher developed courses according to UC, NCAA criteria, district initiatives, iNACOL Standards, CCSS, and best practices in online pedagogy	Summer 2014 and ongoing thereafter	Educational Technology Specialist Virtual Teachers	UC approval NCAA approval Teacher reflections Teacher self-assessment based on iNACOL Standards and district initiatives
Develop policies and procedures for the continuum of blended learning models	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches eLearning teachers Education Division	Approved policy and procedures.

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Site Tech Coaches will train all teachers in best practices in blended learning	2016 – 2017	Technology Coaches	Blended Lessons posted to district resource bank. LMS usage reports
Site Lead Coaches will develop Technology Learning Walk criteria for effective technology integration based on NETs and depths of knowledge (DOK) to be used in teacher learning walks	Summer 2014 to Winter 2014	Educational Technology Specialist Site lead coaches	Training Agendas Technology Learning Walk Guide Evidence from learning walks of technology integration

3e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.

Strategic Goal # 2 of 7:

All students will graduate high school and be college and career ready, equipped with 21st Century skills.

Measurable Objective One:

By June 30, 2017, all students will demonstrate proficiency in technology skills as measured by projects submitted to digital portfolios in the district LMS that incorporate a variety of technology tools such as word processing, spreadsheets, presentation programs, video creation, graphic editing, and Web 2.0 tools.

Annual Benchmarks:

By June 30, 2015

- 50% of students will submit projects that demonstrate proficiency in technology skills.

By June 30, 2016

- 75% of students will submit projects that demonstrate proficiency in technology skills.

By June 30, 2017

- 100% of students will submit projects that demonstrate proficiency in technology skills.

Measurable Objective Two:

By June 30, 2017, students will demonstrate proficiency in information literacy skills, as measured by submission of projects that demonstrate the use of critical thinking skills to plan and conduct research, solve problems, and make informed decisions using appropriate digital tools and resources.

Annual Benchmarks:

By June 30, 2015

- 25% of students will submit projects that mastery level information literacy skills.

By June 30, 2016

- 50% of students will submit projects that demonstrate mastery level information literacy skills.

TECHNOLOGY STRATEGIC PLAN 2014-17

By June 30, 2017

- 75% of students will submit projects that demonstrate mastery level information literacy skills.

Measurable Objective Three:

By June 30, 2017, students will develop college and career readiness as measured by cross-curricular application of technology skills, information literacy skills, and Career Readiness Practices through projects developed and maintained in student digital portfolios.

Annual Benchmarks:

By June 30, 2015

- 25% of students will maintain a digital portfolio demonstrating mastery of their work and career readiness skills.

By June 30, 2016

- 50% of students will maintain a digital portfolio demonstrating mastery of their work and career readiness skills.

By June 30, 2017

- 75% of students will maintain a digital portfolio demonstrating mastery of their work and career readiness skills.

Goal #2 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Embed ISTE NETs into lesson design	Summer 2014 and annually thereafter	Educational Technology Specialist Technology Coaches Lesson Design Specialists Literacy Coaches English Curriculum Specialist	Completed lessons posted in District resource bank.
Train teachers on the effective use of current and emerging digital tools to locate, analyze, evaluate, and use information resources to support research and learning (NETs)	Fall 2014 and annually thereafter	Educational Technology Specialist Technology Coaches	Training sign in sheets Agendas, Digital tools purchased and referenced Lessons posted in District resource bank.
Students will use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resource	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Teacher learning walks Informal classroom observations Student projects showcased at site and/or District. Student projects posted in the LMS
Students will use digital tools such as word processing, spreadsheets, presentation, video, and graphic programs, and Web 2.0 tools such as Wikis, online discussions, Google Drive, Bubbl.us, and Glogster to think critically, communicate at a distance,	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Teacher learning walks Informal classroom observations Student's digital portfolios Student reflections Student work in LMS List of digital tools posted to district Web site

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #2 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
collaborate effectively, solve complex problems, and demonstrate effective presentation skills			
Students will use Web 2.0 tools such as Wikis, online discussion in LMS, and Google Drive to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Informal classroom observations Teacher learning walks Student projects showcased at site and/or District. Student projects posted in the LMS
Teachers will collaborate using a learning management system, such as Haiku, to develop, revise, and share lessons that incorporate information literacy skills and are aligned with Common Core State Standards	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Lessons posted in District resource bank. LMS account usage.
All teachers will plan joint projects that align Common Core Literacy Standards with 21 st Century Skills, Information literacy skills, Habits of Mind, and Career Readiness Practices skill sets	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Lessons posted in District resource bank.
Students will complete at least one project from each course that will include 21 st Century skills, Habits of Mind, information literacy skills, Career Readiness Practices, and aligned with Common Core Literacy Standards	Fall 2016 – Spring 2017	Educational Technology Specialist Technology Coaches Teachers	Student projects showcased at site and/or District. Student projects posted in the LMS Student and teacher surveys
Exemplary student projects will be showcased to real-world audiences including the district Web site, district technology fair, and parent and community groups	Fall 2016 – Spring 2017	Educational Technology Specialist Technology Coaches Teachers	Number of student projects showcased.

3f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and

TECHNOLOGY STRATEGIC PLAN 2014-17

avoiding plagiarism

Strategic Goal # 3 of 7:

All AUHSD students and staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Goal #3 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Educate all students and staff on the ethical use of information technology, including copyright, fair use, peer-peer filesharing, and avoiding plagiarism	Fall 2014 and annually thereafter.	Technology Coaches	Staff training agendas and feedback. Lesson plans Formative assessment documentation
All teachers will develop units of study that include how to use information technology in a fair and ethical manner	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches Teachers	Units/Lessons posted in District resource bank. Lessons observed in classroom. Unit Formative Assessment
All students and parents will sign an acceptable use policy that defines copyright and fair use, plagiarism, social networking, and peer-to-peer file sharing	August 2014 and annually thereafter	Education Division Information Services Dept.	AUHSD Online Registration documentation which includes the AUP..
Update units of study to reflect current legislation and public needs	2014 and annually as needed.	Education Division Educational Technology Specialist Technology Coaches	Updated Acceptable Use Policy

3g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.

Strategic Goal # 4 of 7:

All AUHSD students will understand Internet safety, including Cyberbullying, how to protect online privacy, and avoid online predators.

Goal #4 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Train all students and staff on Internet safety, social media, online privacy, and the avoidance of online predators	Fall 2014, and annually thereafter	Technology Coaches Teachers	Staff training agendas and feedback. Lesson plans Formative Assessment documentation
Train all students and staff on Cyber-Citizenship and the dangers of Cyberbullying	Fall 2014, and annually thereafter	Technology Coaches Teachers	Staff training agendas Teacher and student survey Formative Assessment documentation Reduction of student discipline incidents involving Cyberbullying.

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #4 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
All teachers will develop and implement units on Internet safety and Cyber-Citizenship	Fall 2014, and annually thereafter	Teachers	Units of Study Student achievement rates on unit assessment Reduction of student discipline incidents involving Cyberbullying.
Train parents on Internet safety, social media, online privacy, and the avoidance of online predators	Annually, 2014 - 2017	Technology Coaches	Reduction of student discipline incidents involving Cyberbullying. Parent training sign in sheets.

3h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.

Strategic Goal # 5 of 7:

All AUHSD students will have equitable access to technology.

The district provides access to technology to all students during and outside of the normal school day through the Media Research Centers and general use computer labs. All students, including special needs and English Learner students, use their technology skills to enrich their academic program, collaborate, improve their presentation of information and ideas, and prepare themselves for careers in their areas of interest. Several sites have utilized iPads to assist students enrolled in the English Language Development program and the Special Needs program. Students use iPads during class to assist in skill building, language acquisition, research, communication, group collaboration, and project design. All high school students have the opportunity to enroll in an AUHSD eLearning course as part of his or her regular school schedule.

3i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.

Strategic Goal # 6 of 7:

All AUHSD teachers will use technology to develop district-wide curricula and formative assessments aligned to Common Core State Standards and Habits of Mind skills, and to assess student learning and inform instructional practices.

Measurable Objective One:

By June 30, 2017, technology, including an electronic gradebook, will be used by all teachers to fully implement a continuum of assessments, as measured by the statistics from Illuminate, Haiku or other LMS systems.

Annual Benchmarks:

By June 30, 2015

- 60% of teachers will use web-based technology, such as Illuminate, to develop assessments and analyze the results to drive instruction.

By June 30, 2016

- 80% of teachers will use web-based technology, such as Illuminate, to develop assessments and analyze the results to drive instruction.

TECHNOLOGY STRATEGIC PLAN 2014-17

By June 30, 2017

- 100% of teachers will use web-based technology, such as Illuminate, to develop assessments and analyze the results to drive instruction.

Goal #6 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide professional development to coaches on how to develop formative assessments in an LMS and how to analyze the results to drive instruction	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist	LMS statistics Variety of assessments Analysis of Assessments Reflections
Teachers will work in PLCs to develop formative assessments in an LMS and how to use the results to drive instruction	Fall 2014, and ongoing thereafter	Assessment and Evaluation Analyst Technology Coaches Teachers	PLC notes Teacher reflections Assessments Developed Student Achievement Results Web-based technology usage rates.
Results of assessments will be available to students and parents through the LMS and the Aeries gradebooks	Fall 2014 and ongoing thereafter	Teachers	Aeries gradebook LMS gradebook
Train coaches in PLC teams on how to develop authentic assessments, including rubrics, self and peer assessments, and student reflections using an LMS	Summer 2014 and ongoing thereafter	Educational Technology Specialist Lesson Design Specialists	Training agendas Assessments and rubrics posted on the LMS
Train teachers on how to develop authentic assessments including rubrics, self-and peer assessments and student reflection using an LMS	Fall 2014 and ongoing thereafter	Technology Coaches Lesson Design Coaches Literacy Coaches	Training agendas Sign in sheets Authentic assessments, rubrics, self and peer assessments and student reflections in LMS
As PLC teams, teachers will use technology to collaborate and monitor student progress on an ongoing basis	Fall 2014, ongoing for the duration of the plan	Educational Technology Specialist Technology coaches Teachers	PLC meeting notes and observations Student Achievement Results

3j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.

Strategic Goal # 7 of 7:

AUHSD will have technology in place which will promote two-way (school-to-home and home-to-school) communication about school programs and students' progress as measured by the number of parents that utilize the communication technology.

Measureable Objective One:

By June 30, 2017 parents will have access to student grades through the Aeries portal.

TECHNOLOGY STRATEGIC PLAN 2014-17

Annual Benchmarks:

By June 30, 2015

- 50% of parents will access the Aeries Parent Portal as measured by the program usage statistics.

By June 30, 2016

- 75% of parents will access the Aeries Parent Portal as measured by the program usage statistics.

By June 30, 2017

- 90% of parents will access the Aeries Parent Portal as measured by the program usage statistics.

Measureable Objective Two:

By June 30, 2017, the district will provide technology resources such as Teleparent, email, and ZippSlip for parents to build strong, comprehensive parent involvement, as measured by parent usage statistics for each communication program.

Annual Benchmarks:

By June 30, 2015

- 50% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

By June 30, 2016

- 75% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

By June 30, 2017

- 90% of parents will utilize an array of technology resources that support strong parent involvement, as measured by parent usage statistics for each program.

Goal #7 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Schools will provide Aeries Parent Portal training for parents	Fall 2014, and annually thereafter.	Site Administration	Training Sign in Sheets Portal usage statistics
District and school sites will send parents electronic communications, such as Teleparent, email, and Aeries alerts, as needed	July 2014 and ongoing as needed	Site and District Administration	Electronic communication usage statistics
Schools will provide Learning Management Systems training for parents	Fall 2014, and annually thereafter	Technology Coaches	Training Sign in Sheets LMS sign-on usage statistics
Teachers will use email and the Teleparent system for parent communication	Fall 2014 and ongoing thereafter	Teachers	Electronic communication usage statistics
Schools will provide ZippSlip training for parents to increase two-way communication	Fall 2014, and annually thereafter	Technology Coaches	Training Sign in Sheets ZippSlip sign-on usage statistics
An annual parent survey will be administered via technology, which includes items on home-school communications	Spring 2015 Spring 2016 Spring 2017	Education Division Information Technology Dept.	Parent Survey Results

3k. Monitoring and Evaluation

Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the Evaluation/Monitoring section of each Implementation Plan detailed above. In addition, ad hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent who will report to the superintendent and Board of Trustees.

Data collection will be coordinated by Information Systems staff, and reported to the Education Division. The Technology Action Group will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

AUHSD PROFESSIONAL DEVELOPMENT

4a. Summary of the teachers' and administrators current technology proficiency and integration skills and needs for professional development.

Previous technology surveys (CTAP and EdTechProfile) showed increasing technology proficiency skill levels for both teachers and administrators. Credentialed staff will take the (Massachusetts Technology Self-Assessment Tool (TSAT)) each year to assess proficiency levels..

Since 2009, the district has supported the Lesson Design Specialist (LDS) Initiative which has focused on Long Term English Learners (LTEs) and other underperforming student populations through teacher coaching, reflective Learning Walks, course alike and cross-curricular PLC activities, Lesson Study, and development of Performance Task Assessments, that integrate Common Core Habits of Mind and the 4Cs (Collaboration, Communication, Creativity, and Communication). The LDS consists of site teacher/coaches who are half-time released and who work collaboratively on developing teacher capacity. Daily lessons are expected to include Content, Language Objectives and intentional formative assessments supporting literacy.

In 2014, the district selected a lead technology coach from each school site. Lead technology coaches are working in a districtwide professional learning community with the educational technology specialist to develop best practices in technology integration based on ISTE's National Educational Standards, iNACOL Standards, 21st Century Skills, Habits of Mind, and district initiatives. Site lead technology coaches train teachers at their site during late start days, pull out days, and after school.

Finally, with California's support of the new Common Core Standards, the district believes more awareness and training on performance assessments using Intel, project based learning and other professional development is vital to implement the new state standards and assessments.

TECHNOLOGY STRATEGIC PLAN 2014-17

4b. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d - 3j) of the plan.

Strategic Goal # 1 of 7:

AUHSD will provide technology to staff and students that will support student achievement of Common Core Standards, 21st century skills, and Habits of Mind.

Measureable Objective One:

By June 30, 2017, all teachers will be trained in project-based learning and performance task assessments that integrate technology, Common Core State Standards (CCSS), 21st Century Skills, and Habits of Mind as measured by training session attendance and number of projects rated exemplary that are submitted to the digital lesson bank.

Annual Benchmarks:

By June 30, 2015

- 25% of teachers will be trained on project-based learning that develops 21st century skills and Habits of Mind .
- 10% of teachers will develop and share exemplary projects that integrate technology and align with the Common Core State Standards.

By June 30, 2016

- 50 % of teachers will be trained on project-based learning that develops 21st century skills and Habits of Mind.
- 25 % of teachers will develop and share exemplary lessons that integrate technology and align with the Common Core State Standards.

By June 30, 2017

- 100% of teachers will be trained on project-based learning that develops 21st century skills and Habits of Mind.
- 50% of teachers will develop and share exemplary lessons that integrate technology and align with the Common Core State Standards and SBAC performance-based assessments.

Measureable Objective Two:

By June 30, 2017, 100% of teachers will be trained on how to develop online and blended courses that are aligned to iNACOL's Standards for Quality Online Courses as measured by the number of such courses in the LMS and teacher s' self-assessment of courses based on iNACOL Standards.

Annual Benchmarks:

By June 30, 2015

- Train 35 % of teachers to develop online and blended courses.
- Train 35% of teachers on effective course development strategies based on iNACOL Standards for Quality Online Courses

By June 30, 2016

- Train 65 % of teachers to develop online and blended courses.
- Train 65% of teachers on effective course development strategies based on iNACOL Standards for Quality Online Courses

By June 30, 2017

- Train 100 % of teachers will develop online and blended courses.
- Train 100% of teachers on effective course development strategies based on iNACOL Standards for Quality Online Courses

Measureable Objective Three:

By June 30, 2017, all teachers and administrators will be trained in technology skills that support 21st century skills and Habits of

TECHNOLOGY STRATEGIC PLAN 2014-17

Mind as measured by a teacher and administrator technology survey.

Annual Benchmarks:

By June 30, 2015

- 35% of teachers will be trained in effective technology integration practices that develop 21st century skills such as critical thinking, collaboration, communication, and creativity.
- 35 % of teachers will be trained on in effective technology integration practices to develop Habits of Mind such as perseverance and metacognition.

By June 30, 2016

- 75% of teachers will be trained in effective technology integration practices that develop critical thinking, collaboration, communication, and creativity.
- 75 % of teachers will be trained on in effective technology integration practices to develop Habits of Mind such as perseverance and metacognition.

By June 30, 2017

- 100% of teachers will be trained in effective technology integration practices that develop students critical thinking, collaboration, communication, and creativity.
- 100 % of teachers will be trained on in effective technology integration practices to develop Habits of Mind such as perseverance and metacognition.

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide online and face-to-face professional development on effective use of the Learning Management System to support student learning	Summer 2014 and ongoing thereafter	Technology specialist and technology coaches	Training sign-ins Agendas Teacher developed online and blended courses in the LMS LMS usage statistics
Provide online and face-to-face professional development on PBL/performance tasks based on CCSS and include 21 st Century Skills and Habits of Mind	Summer 2014 and ongoing thereafter	Technology specialist and technology coaches	Training sign-ins Agendas Projects/performance tasks produced Student work
Provide online and face-to-face training on online tools and resources for student and teacher collaboration	Summer 2014 and ongoing thereafter	Technology specialist and technology coaches	Training sign-ins Agendas Resource bank Online discussions PLC notes and agendas Lesson, project, instructional strategies sharing Student projects Lesson Study
Train teachers on technology tools to develop formative, self, peer, summative assessments and authentic assessments	Summer 2014 and ongoing thereafter	Technology specialist and technology coaches	Training sign in sheets Agendas Variety of assessments in Learning Management System Student work
Provide ongoing professional development in Online course development based on iNACOL Standards for Quality	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Training agendas Training feedback Lesson Study Learning Walks

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #1 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Online Courses			Student work Online and blended courses Teacher self-assessments based on iNACOL Standards
Provide ongoing professional development in how to use technology tools such as Wikis, online discussions, and Google Drive to increase and support 21 st Century Skills, Habits of Mind, and CCSS	Summer 2014 and ongoing thereafter	Technology Specialist Technology Coaches Teachers	Training agendas Training feedback Training sign in sheets Teacher surveys Student work Learning walks Usage reports
Provide an annual survey (TSAT) to teachers and administrators that includes how they use technology tools to increase and support 21 st Century Skills, Habits of Mind, and CCSS	Fall 2014 and annually thereafter	Chief Technology Officer Educational Technology Specialist	Survey Survey results

Strategic Goal # 2 of 7:

All AUHSD staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of technology.

Measureable Objective One:

By June 30, 2017, all teachers will be trained annually to understand and abide by federal, state, and district laws and policies and procedures that ensure the safe and legal use of all technology as measured by training attendance and teacher survey results.

Annual Benchmarks:

By June 30, 2015

- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30, 2016

- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30, 2017

- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

Measureable Objective Two:

By June 30, 2017, all teachers will develop units of study that include acceptable use, Internet safety, cyberbullying, copyright, plagiarism, the ethical use of technology, how to protect online privacy, and how to avoid online predators, as measured by the number of units posted on the LMS.

Annual Benchmarks.

By June 30, 2015

- 100 % of teachers will develop units of study that include acceptable use, Internet safety, cyberbullying, copyright, plagiarism, the ethical use of technology, how to protect online privacy, and how to avoid online predators.

By June 30, 2016

TECHNOLOGY STRATEGIC PLAN 2014-17

- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

By June 30, 2017

- 100% of teachers will be trained on federal, state laws and district policies on safe and legal use of technology

Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide professional development on federal, state, and district policies and procedures in the safe and legal use of technology	Fall 2014 and annually thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Sign In sheets Attendance logs Projects & Performance Tasks Staff surveys
Provide online and site professional development on developing projects, lessons, and performance tasks that include the ethical use of technology	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Attendance logs Student work Online discussions Bank of exemplary lessons
Teachers create projects, lessons, and performance tasks that incorporate student demonstration of digital and information literacy	Fall 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Student work Online discussions Bank of exemplary lessons
Online and site professional development on effective strategies to locate, analyze, evaluate and use information resources to support research and learning	Fall 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Student work Online discussions Bank of exemplary lessons

Strategic Goal # 3 of 7:

All AUHSD students and staff will understand and abide by federal, state and district laws, regulations, policies, and procedures that ensure safe and legal use of all technology.

Strategic Goal 3 is addressed for staff and students in Goal 3 of the Curriculum Section on page 16.

Strategic Goal # 4 of 7:

All AUHSD teachers will understand Internet safety, including Cyberbullying, how to protect online privacy, and avoid online predators.

Measureable Objective One:

By June 30, 2017, all teachers will be trained on Internet safety and will include relevant information on how to protect online privacy and avoid online predators as measured by training attendance, teacher survey results.

Annual Benchmarks:

By June 30, 2015

- 100% of teachers trained on Internet safety, social media and digital footprints
- 100 % of teachers will develop and implement units of study that include Internet safety including information on social media and digital footprints

By June 30, 2016

- 100% of teachers trained on Internet safety, social media and digital footprints
- 100 % of teachers will develop and implement units of study that include Internet safety including information on social

TECHNOLOGY STRATEGIC PLAN 2014-17

media and digital footprints

By June 30, 2017

- 100% of teachers trained on Internet safety, social media and digital footprints
- 100 % of teachers will develop and implement units of study that include Internet safety including information on social media and digital footprints

Measureable Objective Two:

By June 30, 2017, all teachers will develop and present units of study to all students on Internet safety, including information on social media and digital footprints, as measured by the number of units in the LMS.

Annual Benchmarks:

By June 30, 2015

- 100 % of teachers will develop and present units of study to students on Internet safety, including information on social media and digital footprints.

By June 30, 2016

- 100 % of teachers will develop and present units of study to students on Internet safety including information on social media and digital footprints.

By June 30, 2017

- 100 % of teachers will develop and present units of study to students on Internet safety including information on social media and digital footprints.

Goal #4 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide professional development on Internet safety, social media, online privacy, and the avoidance of online predators	2014 and annually thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Attendance logs Formative assessments
Provide Online and site professional development on developing projects, lessons, and performance tasks that include the Cyber citizenship including Cyberbullying, online privacy, and the avoidance of online predators	Fall 2014 and annually thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Sign In sheets Digital Resource Bank
Provide online and face-to-face professional development on developing units of study that include Internet safety, social media, and digital footprints	Fall 2014 and annually thereafter	Technology Curriculum Specialist Technology coaches	Agendas Sign In Sheets Units of study in LMS
Teachers implement units of study that include Internet safety, social media, cyberbullying and avoidance of online predators	Winter 2014 and ongoing	Technology Coaches Teachers	Lesson Plans Informal observations Teacher survey
Training for parents on Internet safety, social media, Cyber bullying, online privacy and the avoidance of online predators	Annually 2014-2017	Technology Coaches	Agendas Reduction in student discipline Sign in sheets

TECHNOLOGY STRATEGIC PLAN 2014-17

Strategic Goal # 5 of 7:

All AUHSD teachers will be trained on technology accessibility.

Measureable Objective One:

By June 30, 2017 all teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act, as measured by training attendance and teacher survey results.

Annual Benchmarks:

By June 30, 2015

- 75% of teachers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

By June 30, 2016

- 85% of techers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

By June 30, 2017

- 100% of techers will be trained on how to make technology accessible for all users and to comply with section 508 of the American Disabilities Act.

Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Provide professional development on accesibility tools	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Sign in sheets Assessments
Provide professional development on creating documents and virtual environments that comply with Section 508 of the ADA	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist	Agendas Sign In sheets Assessments Digital Resource Bank

Strategic Goal # 6 of 7:

All AUHSD teachers will use technology to develop district-wide curricula and formative assignments aligned to Common Core Standards and Habits of Mind to assess student learning and inform instructional practices.

Measureable Objective One:

By June 30, 2017, All teachers will be trained to develop a continuum of student assessments including pre, formative, peer, self, and summative assessments using a variety of technology tools, as measured by the number of assessments in the digital lesson bank.

Annual Benchmarks:

By June 30, 2015

- 30% of teachers will be trained to develop pre, formative, peer, self, summative, and authentic assessments using a variety of technology tools

TECHNOLOGY STRATEGIC PLAN 2014-17

By June 30, 2016

- 50% of teachers will be trained to develop pre, formative, peer, self, summative, and authentic assessments using a variety of technology tools

By June 30, 2017

- 100% of teachers will be trained to develop pre, formative, peer, self, summative, and authentic assessments using a variety of technology tools

Goal #5 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Professional development on creating various types of authentic assessments using a variety of technology and Web 2.0 tools	Fall 2014 and ongoing thereafter	Educational Technology Specialist Technology Coaches	Agendas Sign In sheets Assessments Digital Resource Bank
Provide professional development on how to develop formative, self, peer, and summative assessments in a learning management system	Fall 2014 and ongoing thereafter	Technology Coaches	Agendas Sign in sheets Digital resource bank Statistics from the learning management system
Teachers will reflect on the efficacy of assessments developed in the LMS by participating in learning walks	Spring 2015 and ongoing thereafter	Lesson Design Specialists Technology Coaches Technology Curriculum Specialist	Agendas Teacher exit slips Reflections on "Next Steps"

Strategic Goal # 7 of 7:

AUHSD will train teachers in technologies to promote two-way (school-to-home and home-to-school) communication between parents and the school.

Measureable Objective One:

By June 30, 2017, all technology coaches will be trained on using ZippSlip to improve two-way communication as measured by training attendance and program usage reports.

Annual Benchmarks:

By June 30, 2015

- Train 42% (8) of technology coaches on how to use ZippSlip for online registration and two-way parent communication.

By June 30, 2016

- Train 79% (15) of technology coaches on how to use ZippSlip for online registration and two-way parent communication.

By June 30, 2017

- Train 100% (19) of technology coaches in 100% of schools on how to use ZippSlip for online registration and two-way parent communication.

Measureable Objective Two:

By June 30, 2017 the district will train all teachers to use the LMS and other tools such as Connect 5 to increase parent involvement and communication as measured by program usage statistics.

TECHNOLOGY STRATEGIC PLAN 2014-17

Annual Benchmarks:

By June 30, 2015

- 60% of teachers will be trained to use Connect 5 to increase parent communication
- 25% of teachers will be trained to use an LMS to increase parent involvement

By June 30, 2016

- 80% of teachers will be trained to use Connect 5 to increase parent communication
- 50% of teachers will be trained to use an LMS to communicate with parents

By June 30, 2017

- 100% of teachers will be trained to use Connect 5 to increase parent communication
- 100% of teachers will be trained to use an LMS to communicate with parents

Goal #6 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Professional development for site coaches on technologies such as ZippSlip, Aeries Connect 5, and the LMS to increase parent and school communication	Summer 2014 and ongoing thereafter	Technology Curriculum Specialist Technology Coaches	Agendas Sign in sheets Assessments
Coaches implement parent trainings on on using ZippSlip, Aeries, Connect 5, and the LMS increase communication	Fall 2014 and ongoing thereafter	Technology Coaches	Agendas Sign In sheets Usage statistics
Coaches implement professional development to teachers on how to use technologies such as ZippSlip, Aeries, Connect 5, and the LMS to increase teacher and parent communication	Fall 2014 and ongoing thereafter	Technology coaches	Agendas Sign In sheets Usage statistics
Train parents on how to use ZippSlip for online registration and two-way communication	Spring 2015 and annually there after	Technology Coaches	Agendas Sign In Sheets Formative assessment results
Review usage statistics of ZippSlip, Aeries, Connect 5, and LMS to determine if teachers are meeting benchmarks	Spring 2015 and annually there after	Technology Curriculum Specialist Chief Technology Officer	Usage statistic and benchmark analysis

4c. Monitoring and Evaluation

Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.

Ongoing evaluation of professional development opportunities by Quality Teacher Program Coordinator, assistant superintendent of Education Division, directors of Education Division, and the Chief Technology Officer will assist trainers and lead teachers in monitoring and adjusting to better meet participant(s) needs. Each identified objective will be reviewed, evaluated, and revised every year per the measurement instruments described in the implementation section of each respective professional development benchmark. In addition, ad

TECHNOLOGY STRATEGIC PLAN 2014-17

hoc reporting will occur as benchmarks are met and as implementation steps are completed. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent, who will report to the superintendent and Board of Trustees. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

Administrators will create time whereby teachers can meet to collaborate, share, and build upon the knowledge, skills, and abilities acquired during preliminary preparation for the use of appropriate computer-based technology to facilitate the teaching and learning processes. Most school sites have time built into the master schedule for a collaborative period for teacher sharing of information, data, testing, and other student information. Administrators and teachers will share in the collection of exemplary student work, classroom observational data, and reflective data. Other data that can be shared are curriculum units, lesson plans, student work, IIP(s), classroom observations, and results of reflective analysis. With the implementation of more online training options; downloads, and access statistics will serve as an initial method of evaluating usefulness.

Teacher professional development, including workshops and seminars, will be guided by a common set of expectations. These will be designed, presented, and reinforced with follow-up activities so that teachers will find the learning experiences to be helpful and relevant to their individual needs. Technology Proficiency progress will be monitored by data provided by the AUHSD Annual Survey. This data will be evaluated quarterly by the coordinator of Quality Teacher Programs, assistant superintendent of Education Division, directors of Education Division and Chief Technology Officer to guide planning of future training options. The Technology Action Group (TAG) will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the Superintendent and Board of Trustees on an annual basis. The AUHSD Annual Survey and professional development participation will form the basis of the data. To measure the impact of professional development on teacher attitudes and classroom practice, the Professional Development Needs Assessment will be evaluated along with the AUHSD Annual Survey by the Quality Teacher Program Coordinator. Electronic Registration Online reports, a service of the Quality Teacher Program, will provide the data on program participation and implementation.

Goal #7 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
Assist trainers, monitor and review trainings based on participant needs, board policy, and district initiatives	Summer 2014 and ongoing thereafter	Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division, and the Chief Technology Officer	Agendas Sign in sheets Reflections Assessments Analysis of objectives, district initiatives and measurement instruments Board of Trustees Superintendent
Provide ongoing professional development that supports 21 st century skills, Habits of Mind and Common Core State Standards	Fall 2014 and ongoing thereafter	Quality Teacher Program, assistant superintendent of Education Division, directors of Education Division, and the Chief Technology Officer	Agendas Sign in sheets Reflections Assessments Analysis of objectives, district initiatives and

TECHNOLOGY STRATEGIC PLAN 2014-17

Goal #7 Implementation Plan			
Activity	When	Who	Evaluation/Monitoring
			measurement instruments TAG Team Review Analysis of teacher usage reports Analysis of student and teacher surveys

INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE

5a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.

Connectivity

All AUHSD classrooms have network connectivity. The district presently has multiprotocol label switching (MPLS) network capacities of 100 mbps at all schools except Anaheim High School (250mbps) and Hope School (50mbps).

Hardware

Our 2013 technology inventory shows 11,029 computing devices at the district's 21 school sites. There are also servers situated at each site for file services, domain administration, active directory, and application hosting.

Most core subject teachers use a camera to input data into the Illuminate assessment system. Approximately 75 percent of classrooms have projectors and a little more than 10 percent have interactive whiteboards. Nearly 10% of teachers have access to audience response systems. A majority of teachers indicate they have speakers in their classroom.

Telecommunications

The district is in the process of transitioning phone systems to voice over internet protocol (VoIP) based systems. Hope Education Center and Anaheim High School's phone systems have been changed to ShoreTel. The district plans to transition other schools to VoIP as funds become available.

Cellular phones play a critical role in the Anaheim Union High School District. Transportation and Food Services uses cell phones in addition to their radio system. Management, athletic directors, trainers and other staff are assigned phones with various features including, but not limited to, phone service, text messaging, internet connectivity, email synchronization, and geo-applications. School and district administrators use a wide array of apps to complement various aspects and curriculum and business operations.

Software and Learning Resources

TECHNOLOGY STRATEGIC PLAN 2014-17

The district currently utilizes a number of software packages in its operations in the classroom and administratively. The following is an overview of the major systems implemented within the district. Projects listed in this plan may augment or replace some of the systems listed below.

Operating Systems

Servers – Windows 2008 running on primarily Pentium IV and V Servers

End User Computing Devices –

PC – Windows XP, 7 and 8 running on Pentium IV and V computers

Apple – iPads, iPod Touches, and various hardware and Mac OS X specs

ChromeOS – Chromebooks

Business Applications

The district is standardized on the Microsoft Office Professional product and is implementing Google Apps.

Student system

Eagle Software – Aeries Student Information System

Eagle Software – Student and Parent information portals

Assessment System

Illuminate – Application Service Provider (ASP) based assessment system

Key Data Systems – Standards-Aligned, formative assessment ASP

Learning Management System

Haiku learning management system

My Big Campus collaboration system

Financial System

Bi-Tech – ASP hosted legacy system for accounting and finance

Human Resources System

Bi-Tech – ASP hosted legacy system

Subfinder Express (SFE) – ASP hosted substitute teacher system

Electronic Learning Resources

READ 180 – locally hosted comprehensive reading system

Inside – Hosted comprehensive reading system for junior high school

Edge – Hosted comprehensive reading system for high school

Accelerated Math – locally hosted mathematics learning and assessment system

Accelerated Reading – locally hosted reading learning and assessment system

Microsoft Office – business application suite

Adobe Creative Suite – development application suite

Quizdom – classroom response system

Naviance – career guidance system

FastMath – locally hosted comprehensive math system

Aleks – math learning and assessment system

Apex Learning – online curriculum provider

TECHNOLOGY STRATEGIC PLAN 2014-17

SOLO – locally hosted reading and writing program for special education students

School-to-Home Communications

Blackboard Connect 5 / TeleParent – ASP hosted attendance calling system

ZippSlip – Mass communication system

Lyris – Listserv system

Library Packages

Follett – locally hosted library programs (Alliance Plus, TextLink, etc.)

Alexandria – locally hosted library programs (Gale, Ebsco, Worldbook)

Aeries – textbook management module of the student information system

Support

The district currently employs fourteen, 10-12 month employees to provide support to the 11,029 computers at the district's 20 physical sites. Three additional employees provide second level support to said sites. Recommendations have been made to provide technical staffing at each site, and increase staffing resources for state reporting and network support.

Internet Safety

The district currently utilizes a two-layer approach to protecting students from objectionable materials on the Internet. The first layer is the enterprise content blocking program Lightspeed Systems hosted at the district office. The district uses blacklisting on its two Fortiguard 1240b firewalls as a second level of protection. The district is in process of implementing Palo Alto Networks firewall to assume the blacklisting role and to content monitor amongst its firewall roles. The district currently prohibits unapproved social networking sites such as Facebook and MySpace through policy, Parent Handbook and Internet User Agreements, and the aforementioned content blocking tools.

5b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.

Strategic Goal # 1 of 4: AUHSD will provide infrastructure to attain curriculum and professional development goals/objectives.

The district intends to address wires density issues by appropriately providing levels of coverage to meet site density needs.

Another goal of the district is to increase the capacity of the district's existing multiprotocol label switching (MPLS) network to facilitate the increasing presence of online curricular resources. The net effect will be a bandwidth increase from 100 mbps to 1+ gbps to all sites. Scaling past 100 mbps will require further equipment investments at the school sites and the district office.

The district also intends to increase wireless presence at all sites to address wireless capacity and density issues. The goal will be the creation of a service level agreement (SLA) for staff and students.

TECHNOLOGY STRATEGIC PLAN 2014-17

HP 3800 switches for all schools and the DO (Increase Internet)

Wireless Assessment

IDF POE Switching

MDF POE Switching

Classroom Network Drops

Classroom Wireless Access Points

School Wireless Controllers (7)

IMC Wireless Access Point Manager

WAN Optimization

Web Caching

Time Warner Internet Installation

E-Rate Switches, AP's, Servers, Routers

Telephony

Digital Signage – for way finding and information

School Bell Systems

School PA Systems

Classroom Audio Systems

Classroom Control Panels

District and School UPS

MDF AC / Ventilation

IDF Ventilation

Digital Entry Systems

Climate Sensors for IDF and MDF

Data Center Generator

Regional Generators

School Site Transfer Switches

Auditorium Technology, such as speakers, mixing boards, lighting and staging

Common Area Access Points & Antennas

Common Area Network Drops

Strategic Goal # 2 of 4: *AUHSD will provide hardware to attain curriculum and professional development goals/objectives.*

Classroom Projection

Classroom Grade Cameras

Classroom Interactive Whiteboards

Classroom Document Cameras

Student Computer Devices

Staff Computer Devices

Peripheral Upgrades to Legacy Labs

Memory Upgrades to Legacy Labs

Virtual Desktop Labs (VDI)

Traditional Computer Labs

Mobile Computer Labs

TECHNOLOGY STRATEGIC PLAN 2014-17

Other Hardware Needs

MDF Switching
IDF Switching
MDF POE Switching
IDF POE Switching
IP Surveillance Cameras
IP Video Management Systems
Video Conferencing
File Storage Servers
Content Filter Upgrade
Backup Upgrade
Disaster and Recovery Upgrade
District Office router upgrades

Strategic Goal # 3 of 4: *AUHSD will provide software and learning resources to attain curriculum and professional development goals/objectives.*

Classroom Management Software
Google Apps Implementation
Google Vault
Google Directory Integration
Turnitin
Haiku
Adobe Education Enterprise Agreement (EEA)

Other Software / Learning Resource Needs

Video Conferencing
Easy Grade Pro
Turnitin
MS IT Academy
Digital Textbooks
Single Sign On - Phase Two
ZippSlip

5c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components identified in Section 5b.

What	Who	When	Evaluation
HP 3800 Switches for all schools and the DO (Increase Internet)	IS, Selected vendors	Summer 2014	Throughput
Wireless Assessment	IS, AUHSD Users Selected vendors	Summer 2014	Assessment report
IDF POE Switching	IS, Selected vendors	SY 14/15	Wireless throughput Concurrent sessions

TECHNOLOGY STRATEGIC PLAN 2014-17

What	Who	When	Evaluation
MDF POE Switching	IS, Selected vendors	SY 14/15	Wireless throughput Concurrent sessions
Classroom Network Drops	IS, Selected vendors	SY 14/15 to SY 16/17	Throughput Data traffic
Classroom Wireless Access Points	IS, Selected vendors	SY 14/15 to SY 16/17	Wireless throughput, system logs Concurrent sessions
School Wireless Controllers (7)	IS, Selected vendors	Summer 2014	Wireless throughput Concurrent sessions
IMC Wireless Access Point Manager	IS, Selected vendors	SY 14/15	Wireless throughput Concurrent sessions, network data
WAN Optimization	IS, Selected vendors	SY 15/16	Optimization metrics
Web Caching	IS, Selected vendors	SY 14/15	Optimization metrics
Time Warner Internet Installation	IS, AUHSD Users Selected vendors	SY 14/15	Throughput Data traffic
Telephony	IS, AUHSD Users Selected vendors	SY 16/17	Work orders
Digital Signage	IS, AUHSD Users Selected vendors	SY 16/17	Staff feedback via technology survey instrument?
Classroom Audio Systems	IS, AUHSD Users Selected vendors	SY 16/17	Staff feedback via technology survey
Classroom Control Panels	IS, Selected vendors	SY 16/17	Staff feedback via technology survey
District and School UPS	IS, Selected vendors	SY 16/17	IS Staff feedback
MDF AC / Ventilation	IS, Selected vendors	SY 14/15 to SY 16/17	Work orders, temperature readings
IDF Ventilation	IS, Selected vendors	SY 14/15 to SY 16/17	Work orders, temperature readings
Climate Sensors for IDF and MDF	IS, Selected vendors	SY 16/17	Temperature metrics
School Site Transfer Switches	IS, Selected vendors	SY 16/17	IS Staff feedback
Auditorium Technology	IS, Selected vendors	SY 16/17	Staff feedback
Common Area Access Points & Antennas	IS, Selected vendors	SY 15/16	Utilization statistics
Common Area Network Drops	IS, Selected vendors	SY 15/16	IS Staff feedback
Classroom Projection	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Classroom Grade Cameras	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Classroom Interactive Whiteboards	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Classroom Document Cameras	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Student Computer Devices	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Staff Computer Devices	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Peripheral Upgrades to Legacy Labs	IS, AUHSD Users Selected vendors	SY 14/15 to SY 15/16	Staff feedback via technology survey

TECHNOLOGY STRATEGIC PLAN 2014-17

What	Who	When	Evaluation
Memory Upgrades to Legacy Labs	IS, AUHSD Users Selected vendors	Summer 2014	Improved computer performance Work orders
Virtual Desktop Labs (VDI)	IS, AUHSD Users Selected vendors	SY 14/15 to SY 15/16	Staff feedback via technology survey
Traditional Computer Labs	IS, AUHSD Users Selected vendors	SY 14/15 to SY 15/16	Staff feedback via technology survey
Mobile Computer Labs	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
MDF Switching	IS, Selected vendors	SY 14/15 to SY 16/17	Network uptime; network utilization metrics
IDF Switching	IS, Selected vendors	SY 14/15 to SY 16/17	Network uptime; network utilization metrics
IP Surveillance Cameras	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	System metrics
IP Video Management Systems	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	System metrics
Video Conferencing	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	System metrics
File Storage Servers	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	System metrics
Content Filter Upgrade	IS, Selected vendors	SY 14/15 to SY 16/17	System metrics
Backup Upgrade	IS, Selected vendors	SY 14/15 to SY 16/17	System metrics
Disaster and Recovery Upgrade	IS, Selected vendors	SY 14/15 to SY 16/17	System metrics
District Office router upgrades	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	System metrics
Classroom Management Software	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Staff feedback via technology survey
Google Apps Implementation	IS, AUHSD Users Selected vendors	Pilot 1/14 for SY 14/15	Student email accounts, student work, network traffic, collaboration resources
Google Vault	IS, AUHSD Users Selected vendors	Pilot 1/14 for SY 14/15	Student email accounts, student work, network traffic, collaboration resources
Google Directory Integration	IS, AUHSD Users Selected vendors	Pilot 1/14 for SY 14/15	Student email accounts, student work, network traffic, collaboration resources
Turnitin	IS, AUHSD Users Selected vendors	SY 14/15	Turnitin classes and utilization statistics
Haiku	IS, AUHSD Users Selected vendors	SY 15/15	Teacher and student utilization statistics
Adobe Education Enterprise Agreement (EEA)	IS, AUHSD Users Selected vendors	SY 15/16	Business teacher utilization statistics
Easy Grade Pro	IS, AUHSD Users Selected vendors	Pilot 2/14 for SY 14/15	Teacher utilization, gradebooks used
MS IT Academy	IS, AUHSD Users Selected vendors	SY 14/15	Utilization statistics
Digital Textbooks	IS, AUHSD Users Selected vendors	SY 14/15 to SY 16/17	Utilization statistics
Single Sign On - Phase Two	IS, AUHSD Users Selected vendors	SY 15/16	Utilization statistics
ZippSlip	IS, AUHSD Users Selected vendors	SY 14/15	Utilization statistics

5d. Monitoring and Evaluation

The AUHSD Education & Information Technology Department evaluates the capability of the district's infrastructure. An updated asset management system will assist the district in managing and evaluating its hardware inventory. Other measures are already in place and serving a monitoring function such as anti-virus software, line conditioning hardware, content filtering hardware and software, and other network tools. The Chief Technology Officer will monitor technology needs and evaluation data and report these findings to the assistant superintendent of Education Division. Modifications will be made as required, and financially feasible to support curriculum goals. Findings will be reported out on a quarterly basis to the Technology Action Group (TAG) for feedback purposes.

Funding and Budget

6a. Established and Potential Funding Sources

Funding for implementation of district and site technology initiatives are available through numerous sources, including:

Current Funding Sources

- E-Rate
- General Fund
- State Technology funding, when available
- Block Grants
- SIP funds
- Titles I, IID, III funding
- ARRA
- AB86 – Common Core
- Local Control Funding Formula
- Microsoft K12 Voucher Grant, until September, 2015
- West Ed. Raise Grant
- Gear Up Grant
- OCDE ERIA Grant (DBQ)

Potential Funding Sources

- General Obligation Bond
- AB86 – Common Core
- Grants
- Partnerships

TECHNOLOGY STRATEGIC PLAN 2014-17

6b. Estimated annual implementation costs for the term of the plan.

Cost Impact Analysis

Major Object of Expenditure Categories	School Year 14-15	School Year 15-16	School Year 16-17
1000-1999 Certificated			
Personnel Salaries			
• Ed Tech Curriculum Spec.	\$93,927	\$95,806	\$95,806
• Substitute costs	<u>\$931,500</u>	<u>\$931,500</u>	<u>\$931,500</u>
Total	\$1,025,427	\$1,027,306	\$1,027,306
2000-2999 Classified Personnel Salaries			
• Current staff	\$2,059,514	\$2,073,223	\$2,079,698
• Increase 10mo TST to 12mo	\$39,103	\$39,679	\$40,260
• Add: State reporting	\$6,765	\$6,765	\$6,765
• Add: One tech per site	\$297,505	\$309,403	\$321,667
• Add: Network support	<u>\$76,892</u>	<u>\$79,976</u>	<u>\$83,195</u>
Total	\$2,479,779	\$2,509,046	\$2,531,585
3000-3999 Employee Benefits	\$1,099,840	\$1,106,039	\$1,110,813
4000-4999 Books and Supplies			
• Peripheral Upgrades to Legacy Labs	\$313,780	\$212,140	\$212,140
• Memory Upgrades to Legacy Labs	\$109,200	\$0	\$0
• Traditional Computer Labs	\$280,000	\$520,000	\$520,000
• Mobile Computer Labs	\$280,000	\$520,000	\$520,000
• IDF POE Switching	\$258,910	\$0	\$0
• MDF POE Switching	\$17,261	\$0	\$0
• Classroom Wireless Access Points	\$750,027	\$0	\$0
• Classroom Projection	\$217,080	\$217,080	\$217,080
• Classroom Grade Cameras	\$119,880	\$119,880	\$119,880
• Classroom Interactive Whiteboards	\$554,688	\$554,688	\$554,688
• Classroom Sound Systems	\$179,669	\$179,669	\$179,669
• Classroom Control Panels	\$348,948	\$348,948	\$348,948
• Common Area Access Points & Antennas	\$0	\$750,027	\$0
• Teacher Computer Devices	\$307,800	\$307,800	\$307,800
• Staff Computer Devices	\$307,800	\$307,800	\$307,800
• Student Computer Devices	\$3,456,000	\$3,456,000	\$3,456,000
• Classroom Document Cameras	\$176,580	\$176,580	\$176,580
• MDF POE Switching	\$0	\$0	\$50,000

TECHNOLOGY STRATEGIC PLAN 2014-17

Major Object of Expenditure Categories	School Year 14-15	School Year 15-16	School Year 16-17
<ul style="list-style-type: none"> IDF POE Switching IP Surveillance Cameras IP Video Management Systems Content Filter Upgrade Climate Sensors for IDF and MDF School Data Center UPS Digital Signage IT Equipment and Materials 	\$0 \$0 \$0 \$18,813 \$0 \$21,000 \$30,000 <u>\$96,000</u>	\$0 \$500,000 \$0 \$0 \$0 \$21,000 \$4,500 <u>\$96,000</u>	\$300,000 \$500,000 \$100,000 \$0 \$50,000 \$21,000 \$4,500 <u>\$96,000</u>
Totals	\$7,843,436	\$8,292,112	\$8,042,085
5000-5999 Services and Other Operating Expenditures			
<ul style="list-style-type: none"> Classroom Management Software Turnitin Haiku Adobe Education Enterprise Agreement (EEA) Wireless Assessment Classroom Network Drops Time Warner Internet Installation Easy Grade Pro Illuminate Key Data Systems ALEKS Math Apex Learning MyAccess My Big Campus Read 180 Eagle Aeries TeleParent Naviance (21, 22, 24, 27) IES Microsoft EES Bi-Tech Certica CALPADS Alexandria Network Assessment Penetration Test Single Sign On - Phase Two MS IT Academy 	\$50,193 \$52,865 \$194,000 \$67,502 \$0 \$171,000 \$182,772 \$28,000 \$120,000 \$46,041 \$1,250 \$85,333 \$12,000 \$0 \$2,899 \$74,000 \$78,530 \$29,754 \$5,098 \$118,000 \$76,523 \$32,085 \$15,181 \$0 \$10,000 \$0 \$27,000	\$6,023 \$52,865 \$194,000 \$67,502 \$60,000 \$279,000 \$182,772 \$28,000 \$120,000 \$46,041 \$1,250 \$85,333 \$12,000 \$0 \$2,899 \$71,780 \$78,530 \$29,754 \$5,098 \$118,000 \$76,523 \$32,000 \$15,181 \$0 \$0 \$38,000 \$27,000	\$6,023 \$52,865 \$194,000 \$67,502 \$0 \$0 \$182,772 \$28,000 \$120,000 \$46,041 \$1,250 \$85,333 \$12,000 \$0 \$2,899 \$26,100 \$78,530 \$29,754 \$5,098 \$118,000 \$76,523 \$32,000 \$15,181 \$20,000 \$0 \$38,000 \$27,000

TECHNOLOGY STRATEGIC PLAN 2014-17

Major Object of Expenditure Categories	School Year 14-15	School Year 15-16	School Year 16-17
<ul style="list-style-type: none"> • ZippSlip • Managed Print Services • IT License, Maintenance and Service • Telecommunications 	\$0 \$500,000 \$549,000 <u>\$300,000</u>	\$0 \$500,000 \$549,000 <u>\$300,000</u>	\$0 \$500,000 \$549,000 <u>\$300,000</u>
Totals	\$3,011,798	\$3,161,323	\$2,796,643
Indirect Costs (4.81%) at An Established Rate (excluding The 6000-6999 Category)	\$743,639	\$774,209	\$745,956
6000-6999 Capital Outlay			
<ul style="list-style-type: none"> • HP 3800 Switches for all schools and the DO (Increase Internet) • School Wireless Controllers (7) • IMC Wireless Access Point Manager • WAN Optimization • Web Caching • E-Rate (20, 22, 31, 32, 35, 37, 38, 40) Switches, AP's, Servers, Routers • Firewall Upgrade • Network Access Control Licenses • District Office router upgrades • VoIP Telephony • Video Conferencing • MDF Switching • IDF Switching • File Storage Servers • Google Apps Implementation • Google Vault • Google Directory Integration • Backup Upgrade • Disaster and Recovery Upgrade • WAN Optimization • Web Caching • Server Room AC Installation • MDF AC Installation • IDF Ventilation Installation • School Site Transfer Switches • IT Equipment 	\$100,000 \$40,658 \$27,313 \$0 \$64,260 \$102,030 \$78,000 \$85,000 \$25,000 \$0 \$226,800 \$0 \$0 \$100,000 \$25,000 \$30,000 \$2,000 \$0 \$0 \$0 \$0 \$25,000 \$285,000 <u>\$236,000</u>	\$0 \$0 \$0 \$115,000 \$10,692 \$0 \$27,000 \$28,117 \$3,750 \$1,200,000 \$226,800 \$0 \$0 \$100,000 \$6,000 \$30,000 \$2,000 \$0 \$75,000 \$100,000 \$10,692 \$125,000 \$125,000 \$25,000 \$0 <u>\$236,000</u>	\$0 \$0 \$0 \$17,250 \$10,692 \$0 \$27,000 \$28,117 \$3,750 \$180,000 \$226,800 \$200,000 \$800,000 \$100,000 \$6,000 \$30,000 \$2,000 \$75,000 \$0 \$15,000 \$10,692 \$125,000 \$125,000 \$25,000 \$0 <u>\$236,000</u>
Totals	\$1,516,321	\$2,446,051	\$2,243,301

TECHNOLOGY STRATEGIC PLAN 2014-17

Major Object of Expenditure Categories	School Year 14-15	School Year 15-16	School Year 16-17
Total Funds	\$17,720,240	\$19,316,086	\$18,497,689

6c. Equipment Replacement Cycle

The Education & Information Technology Department cycles its server equipment every four to five years. The district has implemented a managed print service that covers a large majority of the district's print and copy needs, including hardware. All other equipment including, but not limited to, computers, laptops, printers, servers, routers, switches, and storage devices are replaced when they cease to be functional – provided funding is available. This policy is subject to budget availability.

6d. Monitoring and Evaluation

Each identified objective and the budget will be reviewed, evaluated, and revised annually with many components examined more frequently by the Chief Technology Officer. Data collection, analysis, communication among stakeholders, and the implementation of changes as a result of the analysis, will be overseen by the Education Division assistant superintendent, who will report to the superintendent and Board of Trustees. Education & Information Technology staff will coordinate data collection, with reports to the Education Division.

Hardware standards will be reviewed and revised on a quarterly basis by Technology Action Group (TAG). The TAG will review all plan components, timelines, and the budget at least once annually. TAG will present the revised plan, along with recommendations, to the superintendent and Board of Trustees on an annual basis.

MONITORING AND EVALUATION

7a. Process for evaluating the plan's overall progress and impact on teaching and learning.

The process used for evaluating overall progress is a blend of report and survey reviews by the Technology Action Group (TAG), meeting quarterly, and an analysis of benchmark standings. Each objective from sections three and four will be monitored, evaluated and revised at the close of every year with many components examined more frequently by the Education Division. Data collection, analysis, the communication among stakeholders, and the implementation of changes as a result of the analysis will be overseen by the Education Division assistant superintendent. Hardware standards are also reviewed and revised by the TAG. Data collection will be coordinated by Information Systems with reports to the Education Division via the Chief Technology Officer.

The TAG's annual review and any suggested revisions to the plan, along with recommendations, will be presented to the superintendent and Board of Trustees. This review will be developed through the quarterly meeting structure. Each site will be expected to present relevant information related to the following primary goals:

1. Access for all students and parents during and beyond school hours to technology tools and resources
2. Technology support status and needs
3. Technology integration status by content
4. Student achievement in core content areas as related to increased technology proficiency
5. Staff and student technology proficiencies

TECHNOLOGY STRATEGIC PLAN 2014-17

6. Professional development needs

This annual report will also include specific recommendations arising from site-based decisions and activities that have occurred outside the scope of the plan and that have promise for other locations.

The AUHSD Technology Plan is a dynamic document. The primary purpose in developing this strategic plan is to provide a guide for district and site technology and budget decision-making processes.

7b. Schedule for evaluating the effect of plan implementation

The table below outlines the timetable for the review of data needed to determine plan effectiveness. Individual components of the study will include the measurements defined in sections three and four. These include, but are not limited to the following data elements:

1. The development and population of a student project exemplar web site
2. Online registration and course completion rates
3. Annual AUHSD technology surveys
4. Parent and Staff Surveys
5. Enrollment and evaluation reports from Staff Trainings and conference attendance, including specific trainings in NETS standards, and online teaching
6. Annual technology inventory and standards changes
7. Updated Acceptable Use Policy and revised Student Handbook
8. NETS standards mastery of all students as measured by the NETS Rubric rates
9. Hours expansion for tech access as measured by site reports
10. Student academic growth monitoring through of Illuminate as measured by teacher utilization reports and summary reports by site
11. Parent portal use as measured by hit counters, parent survey and anecdotal records

Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
Start Date	Methodology	Activity or Benchmark	Target Audience	Person Responsible	Division Responsible
09/14 12/14 03/15 06/15	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Asst. Sup. Ed. Sves. CTO Coord. Innovative Prog.	Education Quality Teacher Program
09/14 12/14 03/15 06/15	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/15	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Asst. Sup. Ed. Sves. CTO	Education
07/15	Approved technology plan with	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board	TAG Cabinet Board of	TAG CTO	Education

TECHNOLOGY STRATEGIC PLAN 2014-17

Anaheim Union High School District Technology Plan Timeline					
Monitoring and Evaluation					
	modifications	of Trustees	Trustees		
09/15 12/15 03/16 06/16	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data for goals and benchmarks	All sites	Asst. Sup. Ed. Svcs. CTO Coord. Innovative Prog.	Education Quality Teacher Program
09/15 12/15 03/16 06/16	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/16	Local and state report templates Aggregated report template	Annual data (Ed Tech Profile annual evaluation, Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual survey)	All sites Parents Students	Asst. Sup. Ed. Svcs. CTO	Education
07/16	Approved technology plan with modifications	Technology plan revisited and recommendations and adjustments submitted to superintendent and Board of Trustees	TAG Cabinet Board of Trustees	TAG CTO	Education
09/16 12/16 03/17 06/17	Narrative report Updated technology plan timelines	Quarterly reports (Curriculum, Professional Development, and Infrastructure) to education technology administrator of services delivered with evaluation data (which includes student projects, NETs attainment rates, teacher lessons and units, number of trainings, program usage statistics, etc.) for goals and benchmarks	All sites	Asst. Sup. Ed. Svcs. CTO Coord. Innovative Prog.	Education Quality Teacher Program
09/16 12/16 03/17 06/17	Face-to-face meeting	Quarterly Meetings of Technology Action Group (TAG)	TAG	CTO	Education
06/17	Local and state report templates Aggregated report template	Annual data (Parent/Student survey, CDE Technology Survey, benchmark review and AUHSD annual tech survey)	All sites Parents Students	Asst. Sup. Ed. Svcs. CTO	Education

7c. The Process And Frequency Of Communicating Evaluation Results To Tech Plan Stakeholders.

Reports and data required for quarterly meetings noted above will be distributed to TAG members, and discussed at administrative meetings where relevant and needed. Minutes of the TAG meetings will be posted to the AUHSD intranet for review online and anywhere/any time, and copies will be available to all employees and any parent or student requesting them. Related information will be shared at professional development sessions scheduled throughout the year so staff will have a continuing focus on the current expectations, challenges and best practices in use or under development.

The annual report to the Board of Trustees to be prepared by the Education Services division will be widely disseminated to all sites, and a version will be posted to the parent portal for review by all parents and residents who are interested. A press release on progress will be issued annually and sent to business supporters and other district partners.

The annual results report will also be shared at parent council meetings, teacher advisory meetings, administrative council, and classified leadership meetings. Necessary revisions or adjustments to the plan will

be presented to the superintendent and the Board of Trustees at a regularly scheduled board meeting. The Education & Information Technology Department will work with the various departments and school sites to survey the progress of the departments, school sites, teachers and administrators. This will allow the district to make mid-course corrections to the direction of the plan if needed. Through this means of communication, the Education Services division in collaboration with Education & Information Technology Department will also share the strategies, activities, and software/hardware that have had a positive effect on teaching and learning. This should also help with the replication of such strategies.

ADULT LITERACY

8. Effective Collaborative Strategies with Adult Literacy Providers to Maximize the Use of Technology Criterion

The Anaheim Union High School District suspended its Adult Education program in 2011. The district works with the North Orange County Community College District (NOCCCD) to transition students to the NOCCCD Adult Education programs.

EFFECTIVE, RESEARCHED-BASED METHODS AND STRATEGIES

9a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.

Curriculum

To succeed at our goals to harness technology as a teaching tool and a learning tool, we must understand the role technology plays in our students' lives and the impact it will have on their success in a 21st century world. Don Tapscott has studied this generation that is dramatically transforming every institution of modern life. From the workplace to the marketplace, from politics to education to the basic unit of any society, the family, they are replacing a culture of control with a culture of enablement. In his book, Grown Up Digital, Tapscott identified eight characteristics that describe the typical "Net Gener" (Tapscott, 2009):

- They prize freedom and freedom of choice.
- They want to customize things, make them their own.
- They're natural collaborators, who enjoy a conversation, not a lecture.
- They'll scrutinize you and your organization.
- They insist on integrity.
- They want to have fun, even at work and at school.
- Speed is normal.
- Innovation is part of life.

Historically, nations that foster knowledge, innovation and creativity, have embraced technological advances and led the world in prosperity. These qualities of excellence, agility, and openness continue to drive the wealth of nations and reward individuals. It is the role of every educator to prepare all students with a 21st century education that will position them with the knowledge and skills they need to survive, and thrive, in a

TECHNOLOGY STRATEGIC PLAN 2014-17

technological world, whether they continue their formal education or enter the workforce after high school. “If the American education system is to prepare its students to meet the demands of an increasingly technological world, indeed if it is to be effective at all, it must integrate technology into the academic curriculum (Daggett, 2010). This will require schools to provide a much more rigorous and *relevant* education than many students presently receive.

The International Society for Technology in Education (ISTE) updated the NETS (National Educational Technology Standards) to NETS-S (National Educational Technology Standards for Students). NETS-S represents the most recent international thinking about the wide range of skills required to learn and live in an increasingly digital world. Both NETS and NET-S has been used to guide our technology plan, including professional development for our teachers. Specifically, NETS-S addresses:

- Creativity and Innovation (*creative thinking, constructing knowledge, and developing innovative processes and products*).
- Communication and Collaboration (*using digital media and environments to support individual learning and the learning of others*).
- Research and Information Fluency (*applying digital tools to gather, evaluate, and use information*).
- Digital Citizenship (*understanding human issues relating to technology and practicing ethical behavior*).
- Technology Operations and Concepts (*understanding technology concepts, systems, and operations*).

Willard Daggett, CEO of the International Center for Leadership in Education, has done extensive research on the changing role of teachers and education. He believes teachers, more than ever, have a vital role to play in helping students realize their futures by providing them with instruction that gives direction and allows them to hone their new cognitive and technological skills (Daggett, 2010):

“In a nutshell, students need facilitated content to be fully capable citizens, whether its blogging on a social network site or solving a math problem. They may have limitless technology and information at their disposal, but can they access that information efficiently and effectively? Can they evaluate it critically and competently and identify objective facts from propaganda? Do they understand the real ethical, legal, and moral issues concerning access to and use of information? Can they create meaning from data? In essence, do they know the value of information, aside from what is needed to pass a test?” (Daggett, 2010)

A virtually unanimous 99 percent of voters say that teaching students a wide range of 21st century skills that include critical thinking and problem-solving skills, computer and technology skills, and communication and self-direction skills, is critical to our country’s future economic success in the global economy of today and the future. This consensus, which cuts across all socioeconomic classes, age groups and political affiliations, indicates that there is nearly universal agreement among Americans about the connection between 21st century skills and economics (Partnership for 21 Century Skills, 2007).

“Schools cannot possibly prepare students to participate in a global economy without making intensive use of technology. Schools are doing a good job of teaching technology proficiency to students. But technology also must be used routinely for learning core subjects and 21st Century skills, such as critical thinking and problem solving, innovation and creativity, and life and career skills. And technology must be a fundamental building block for strengthening teaching and learning and for modernizing education support systems” (Kay, P21, 2007)

A similar study *Are They Really Ready to Work?* (2006), employers by The Conference Board, the Partnership for 21st Century Skills, Corporate Voices for Working Families and the Society for Human Resource Management said that the future U.S. workforce is “woefully ill-prepared for the demands of today’s (and tomorrow’s) workforce” and they cited 21st century skills as “very important” to success at work. Schools need to focus on preparing students for college and a demanding workforce, rather than trying to do a better job of teaching what they have always been teaching.

Twenty-first century skills must be an integral part of teaching and learning of all academic subjects, not just merely add-ons to the curriculum or just in the Business Information classes. To allow this to occur, transforming classroom practice and providing professional development to teachers to understand, accept, and adapt these changes in their instructional practices, will enable students to learn to apply critical thinking skills in the context of learning math, or work in collaborative teams on a geography project, or use scientific technology to explore the environment. It must be that the basics of curriculum and instruction, along with 21st century skills, come, not at cross-purposes but that they are complimentary and embedded so that seamless learning takes place (Daggett, 2010).

“Schools are missing a key ingredient that ties education to careers and lifelong success. This ingredient is the application of the skills and knowledge needed to be successful not just in college, but also in chosen careers as well. While we must continue to prepare our young people to be good citizens and ready them for higher education, we must also acknowledge a fundamental purpose to education – *learning to apply academic skills needed for the increasingly sophisticated workplace and society*” (Daggett, 2010).

For all students to acquire 21st century skills, the education system must create learning environments, both for students and for educators that mirror those of high-performance, knowledge-driven organizations. In these organizations, leaders motivate everyone to contribute, expect people to meet high standards and model effective strategies. They cultivate a culture of knowledge-sharing and collaboration that extends beyond their organizations, engage people in interesting work, challenge them to recognize and solve problems, give them opportunities to learn and grow, and reward them for creative solutions. They also provide people with the technology tools and support they need to succeed. Technology can be a compelling hook that engages and motivates students to succeed as well. Already, students are among the most enthusiastic and able technology users. They embrace technology as a tool for learning, communicating, sharing, creating—and even for schoolwork (Christiansen, C., Horn, M. & Johnson, C. 2008).

Research has shown that online learning is a way to enhance student learning as well as provide students with an instructional option. Online learning offers the advantage of personalization, allowing individualized attention and support when students need it most. In addition, students collaborate, communicate, and develop the “Habits of Mind” necessary to compete in a 21st century global economy. It provides the very best educational opportunities to all students, regardless of their zip code, with highly qualified teachers delivering instruction using the Internet and a vast array of digital resources and content. (NACOL, 2008) The International Association for K12 Online Learning (iNACOL) updated the *National Standards for Quality Online Courses* in October, 2011. AUHSD online courses are developed and evaluated based on iNACOL’s *National Standards for Quality Online Courses* through a variety of ways including peer review, self-review, technology specialist, and administrator review. Each of the standards and its primary objective are listed below.

TECHNOLOGY STRATEGIC PLAN 2014-17

- **Content Standards:** The course provides online learners with multiple ways of engaging with learning experiences that promote their mastery of content and are aligned with state and national content standards. (Standard A)
- **Instructional Design:** The course uses learning activities that engage students in active learning; provides students with multiple learning paths to master; the content is based on student needs; and provides ample opportunities for interaction and communications – students to student, student to instructor, and instructor to student. (Standard B)
- **Student Assessment:** The course uses multiple strategies and activities to assess student readiness for and progress in course content and provides students with feedback on their progress. (Standard C)
- **Technology:** The course takes full advantage of a variety of technology tools, has a user-friendly interface and meets accessibility standards for interoperability and access for learners with special needs. (Standard D)
- **Course Evaluation and Support:** The course is evaluated regularly for effectiveness, using a variety of assessment strategies, and the findings are used as a basis for improvement. The course is kept up to date, both in content and in the application of new research on course design and technologies. Online instructors and their students are prepared to teach and learn in an online environment and provided support during the course. (Standard E)

Considering all the research conducted in the area of education in a technologically driven world, one thing seems clear: What needs to be learned is secondary to how to use the vast amount of information that is so readily available. Problem-solving, information processing, working collaboratively, and knowing what to do when you are not sure what to do, are essential skills necessary to succeed in college and career, as well as to manage the dynamic setting of the 21st century. Today, the expectation is for every student to graduate from high school and be prepared for higher education and the workforce. Moreover, students today use technology constantly. These digital natives do not respond well to the textbook-driven lesson plans of previous eras. Our goal is to effectively promote highly rigorous and relevant learning in which students have opportunities to tackle challenging problems, the kind they are likely to encounter in life.

Professional Development

Teachers must embrace the uniqueness of the 21st century learners seated in their classrooms. As Tapscott identified in his research on the the NET Generation, there are seven strategies recommended for teachers to better instructors for the new digital age (Tapscott, 2009):

- 1) Don't throw technology into the classroom and hope for good things. *Focus on the change in pedagogy, not the technology.*
- 2) Cut back on lecturing. *Start asking questions, let students discover the answer.*
- 3) Empower students to collaborate. *Give them access to the world of subject-matter experts.*
- 4) Focus on life-long learning, not teaching to the test. *Focus on teaching them how to learn – not what to know.*
- 5) Use technology to get to know each student. *Customize their learning.*
- 6) Design educational programs according to the eight norms. *There should be choice, customization, transparency, integrity, collaboration, fun, speed, and innovation in their learning experiences.*

7) Reinvent yourself as a teacher, professor, or educator.

The Anaheim Union High School District has implemented a district-wide eLearning program. The AUHSD eLearning brought together a team of virtual teachers who went through a very rigorous selection process. The virtual teachers are traditional teachers with a modified teaching schedule that includes 1 to 5 periods of an online course. Virtual teachers are content area experts who spent over a year developing their online course to ensure the course meets *iNACOL National Course Standards*. In addition, teachers participate in peer and self-review their teaching practice based on *iNACOL Standards for Quality Online Teaching*. Each primary standard is listed below.

- **Standard A:** The online teacher knows the primary concepts and structures of effective online instruction and is able to create learning experiences to enable student success.
- **Standard B:** The online teacher understands and is able to use a range of technologies, both existing and emerging, that effectively support student learning and engagement in the online environment.
- **Standard C:** The online teacher plans, designs, and incorporates strategies to encourage active learning, application, interaction, participation, and collaboration in the online environment.
- **Standard D:** The online teacher promotes student success through clear expectations, prompt responses, and regular feedback.
- **Standard E:** The online teacher models, guides, and encourages legal, ethical, and safe behavior related to technology use.
- **Standard F:** The online teacher is cognizant of the diversity of student academic needs and incorporates accommodations into the online environment.
- **Student G:** The online teacher demonstrates competencies in creating and implementing assessments in online learning environments in ways that ensure validity and reliability of the instruments and procedures.
- **Standard H:** The online teacher develops and delivers assessments, projects, and assignments that meet standards-based learning goals and assesses learning progress by measuring student achievement of the learning goals.
- **Standard I:** The online teacher demonstrates competency in using data from assessments and other data sources to modify content and to guide student learning.
- **Standard J:** The online teacher interacts in a professional, effective manner with colleagues, parents, and other members of the community to support students' success.

All eLearning courses are offered to all AUHSD students as part of his or her regular school schedule. Access is provided by each school to those students wishing to participate, but do not have access at home or encounter technical difficulties while enrolled in an eLearning course. The overall vision for providing online learning is to provide access to an online, collaborative, and self-paced learning environment that facilitates 21st century

TECHNOLOGY STRATEGIC PLAN 2014-17

skills development to ensure students evolve as competent, 21st century citizens and workers. Online learning is available to students in need of acceleration, enrichment (AP/IB), credit recovery, or simply an alternative instructional option.

Professional Development for all virtual, online learning staff is conducted quarterly to support the staff's acquisition of the 21st century technology skills and tools, appropriate pedagogy for online learning, interactive and engaging learning activities, and best practices for online instruction. In addition to formal quarterly meetings, ongoing training and teacher support is provided teachers via the Learning Management System, Haiku, and BB Collaborate. Teachers continually reflect and revise courses and teaching strategies based on current research in online learning and student feedback.

Online learning has expanded in AUHSD to support the at-risk students, those needing credit recovery, and those simply preferring a non-traditional instructional option. An Independent Learning Center (ILC) has been implemented at one of the district's high schools. The ILC will provide a 21st century independent study approach to educate and graduate at-risk and disengaged students. Staff will identify and recover students that have dropped out of school, have poor attendance, are struggling academically, and are at-risk of not earning their high school diploma. An appropriate educational program placement, goals, and support services are articulated in a personalized learning plan for each individual student. Emphasis is on the development of the academic and personal skills that lead to high school graduation and post-secondary connection (i.e.: college and/or career placement).

9b. Anaheim Union High School District's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.

Anaheim Union High School District (AUHSD) uses technology to extend or supplement curriculum with rigorous academic courses and curricula via 1) the integration of technology into content instruction and assessment and 2) the use of technology applications to facilitate student collaboration. The availability of on-line databases such as EBSCO for teachers, students, and parents is example of how technology can be integrated into rigorous academic courses to extend or supplement curriculum. These databases extend curriculum by providing content specific resources such as full-text news articles, historical documents, editorials, photographs, maps, novel reviews, literary criticisms, literary genres, periodical articles, video clips, biographical information, practice examinations, and other test preparation materials. In addition to data bases, all adopted core content textbooks are standards based and include on-line instructional materials such as electronic textbooks, electronic test banks (e.g. Exam View), teacher and student web links (e.g. scilinks.org and go.hrw.com), DVDs (e.g. BioDetectives, Animated Biological Concepts), CD-ROMs (e.g. textbooks, lab simulations, PresentationExpress, Voices from the Past). In addition, some school sites use databases such as United Streaming, which integrates seamlessly into any curriculum with 4,000 full-length videos segmented into 40,000 content-specific clips. Such technology expand learning by using new multimedia content; providing creative assignment building tools for teachers; and enhancing the capacity to customize lessons to different subjects, grades, and learning styles.

AUHSD is shifting its computer literacy focus from basic computer skills to 21st Century Skills, as outlined in the NETS-S. This shift prepares students to become "technologically literate" so they can demonstrate more proficient technology skills when developing performance tasks for content area classes. 21st century technology skills training coupled with electronic databases and assigned group projects create opportunities for

TECHNOLOGY STRATEGIC PLAN 2014-17

students to learn collaboratively in ways that are rigorous, relevant, and expand learning to levels of advanced proficiencies.

Anaheim Union has become a Google Docs district. The tools in Google Drive are aligned to the ISTE's NETS-S. To address the need for all teachers to shift their instructional practices to incorporate the use of appropriate and engaging technology in their lesson designing, a multi-year plan has been developed to provide training to all teachers through designated staff members selected as "Technology Coaches". Technology coaches will be responsible for the training of all staff on the appropriate and pertinent use of technology and software.

APPENDICES:

Appendix C – Criteria for EETT Funded Technology Plans

In order to be approved, a technology plan needs to have “Adequately Addressed” each of the following criteria:

- For corresponding EETT Requirements, see the EETT Technology Plan Requirements (Appendix D).
- Include this form (Appendix C) with “Page in District Plan” completed at the end of your technology plan.

1. PLAN DURATION CRITERION	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
The plan should guide the district’s use of education technology for the next three to five years. (For a new plan, can include technology plan development in the first year)	3	The technology plan describes the districts use of education technology for the next three to five years. (For new plan, description of technology plan development in the first year is acceptable). Specific start and end dates are recorded (7/1/xx to 6/30/xx).	The plan is less than three years or more than five years in length. Plan duration is 2009-11.
2. STAKEHOLDERS CRITERION Corresponding EETT Requirement(s): 7 and 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
Description of how a variety of stakeholders from within the school district and the community-at-large participated in the planning process.	3-5	The planning team consisted of representatives who will implement the plan. If a variety of stakeholders did not assist with the development of the plan, a description of why they were not involved is included.	Little evidence is included that shows that the district actively sought participation from a variety of stakeholders.

TECHNOLOGY STRATEGIC PLAN 2014-17

3. CURRICULUM COMPONENT CRITERIA Corresponding EETT Requirement(s): 1, 2, 3, 8, 10, and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Description of teachers' and students' current access to technology tools both during the school day and outside of school hours.	6-7	The plan describes the technology access available in the classrooms, library/media centers, or labs for all students and teachers.	The plan explains technology access in terms of a student-to-computer ratio, but does not explain where access is available, who has access, and when various students and teachers can use the technology.
b. Description of the district's current use of hardware and software to support teaching and learning.	7-8	The plan describes the typical frequency and type of use (technology skills/information literacy/integrated into the curriculum).	The plan cites district policy regarding use of technology, but provides no information about its actual use.
c. Summary of the district's curricular goals that are supported by this tech plan.	8-9	The plan summarizes the district's curricular goals that are supported by the plan and referenced in district document(s).	The plan does not summarize district curricular goals.
d. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan for using technology to improve teaching and learning by supporting the district curricular goals.	10-13	The plan delineates clear goals, measurable objectives, annual benchmarks, and a clear implementation plan for using technology to support the district's curriculum goals and academic content standards to improve learning.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
e. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan detailing how and when students will acquire the technology skills and information literacy skills needed to succeed in the classroom and the workplace.	13-15	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan detailing how and when students will acquire technology skills and information literacy skills.	The plan suggests how students will acquire technology skills, but is not specific enough to determine what action needs to be taken to accomplish the goals.

<p>f. List of goals and an implementation plan that describe how the district will address the appropriate and ethical use of information technology in the classroom so that students and teachers can distinguish lawful from unlawful uses of copyrighted works, including the following topics: the concept and purpose of both copyright and fair use; distinguishing lawful from unlawful downloading and peer-to-peer file sharing; and avoiding plagiarism</p>	<p>15-16</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will learn about the concept, purpose, and significance of the ethical use of information technology including copyright, fair use, plagiarism and the implications of illegal file sharing and/or downloading.</p>	<p>The plan suggests that students and teachers will be educated in the ethical use of the Internet, but is not specific enough to determine what actions will be taken to accomplish the goals.</p>
<p>g. List of goals and an implementation plan that describe how the district will address Internet safety, including how students and teachers will be trained to protect online privacy and avoid online predators.</p>	<p>16-17</p>	<p>The plan describes or delineates clear goals outlining how students and teachers will be educated about Internet safety.</p>	<p>The plan suggests Internet safety education but is not specific enough to determine what actions will be taken to accomplish the goals of educating students and teachers about Internet safety.</p>
<p>h. Description of or goals about the district policy or practices that ensure equitable technology access for all students.</p>	<p>17</p>	<p>The plan describes the policy or delineates clear goals and measurable objectives about the policy or practices that ensure equitable technology access for all students. The policy or practices clearly support accomplishing the plan's goals.</p>	<p>The plan does not describe policies or goals that result in equitable technology access for all students. Suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.</p>
<p>i. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to</p>	<p>17-18</p>	<p>The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to support the district's student record-keeping and assessment efforts.</p>	<p>The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to</p>

TECHNOLOGY STRATEGIC PLAN 2014-17

make student record keeping and assessment more efficient and supportive of teachers' efforts to meet individual student academic needs.			accomplish the goals.
j. List of clear goals, measurable objectives, annual benchmarks, and an implementation plan to use technology to improve two-way communication between home and school.	18-19	The plan delineates clear goal(s), measurable objective(s), annual benchmarks, and an implementation plan for using technology to improve two-way communication between home and school.	The plan suggests how technology will be used, but is not specific enough to know what action needs to be taken to accomplish the goals.
k. Describe the process that will be used to monitor the Curricular Component (Section 3d-3j) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	19-20	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding procedures, roles, and responsibilities.

4. PROFESSIONAL DEVELOPMENT COMPONENT CRITERIA Corresponding EETT Requirement(s): 5 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development.	20	The plan provides a clear summary of the teachers' and administrators' current technology proficiency and integration skills and needs for professional development. The findings are summarized in the plan by discrete skills that include CTC Standard 9 and 16 proficiencies.	Description of current level of staff expertise is too general or relates only to a limited segment of the district's teachers and administrators in the focus areas or does not relate to the focus areas, i.e., only the fourth grade teachers when grades four to eight are the focus grade levels.
b. List of clear goals, measurable objectives, annual benchmarks, and	21-28	The plan delineates clear goals, measurable objectives, annual benchmarks, and an implementation	The plan speaks only generally of professional

an implementation plan for providing professional development opportunities based on your district needs assessment data (4a) and the Curriculum Component objectives (Sections 3d through 3j) of the plan.		plan for providing teachers and administrators with sustained, ongoing professional development necessary to reach the Curriculum Component objectives (sections 3d through 3j) of the plan.	development and is not specific enough to ensure that teachers and administrators will have the necessary training to implement the Curriculum Component.
c. Describe the process that will be used to monitor the Professional Development (Section 4b) goals, objectives, benchmarks, and planned implementation activities including roles and responsibilities.	28-29	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

5. INFRASTRUCTURE, HARDWARE, TECHNICAL SUPPORT, AND SOFTWARE COMPONENT CRITERIA Corresponding EETT Requirement(s): 6 and 12 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the existing hardware, Internet access, electronic learning resources, and technical support already in the district that will be used to support the Curriculum and Professional Development Components (Sections 3 & 4) of the plan.	30-32	The plan clearly summarizes the existing technology hardware, electronic learning resources, networking and telecommunication infrastructure, and technical support to support the implementation of the Curriculum and Professional Development Components.	The inventory of equipment is so general that it is difficult to determine what must be acquired to implement the Curriculum and Professional Development Components. The summary of current technical support is missing or lacks sufficient detail.
b. Describe the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and	32-34	The plan provides a clear summary and list of the technology hardware, electronic learning resources, networking and telecommunications infrastructure, physical plant modifications, and technical support the district will need to support the implementation of the district's Curriculum and Professional	The plan includes a description or list of hardware, infrastructure, and other technology necessary to implement the plan, but there doesn't

technical support needed by the district's teachers, students, and administrators to support the activities in the Curriculum and Professional Development Components of the plan.		Development Components.	seem to be any real relationship between the activities in the Curriculum and Professional Development Components and the listed equipment. Future technical support needs have not been addressed or do not relate to the needs of the Curriculum and Professional Development Components.
c. List of clear annual benchmarks and a timeline for obtaining the hardware, infrastructure, learning resources and technical support required to support the other plan components as identified in Section 5b.	34-36	The annual benchmarks and timeline are specific and realistic. Teachers and administrators implementing the plan can easily discern what needs to be acquired or repurposed, by whom, and when.	The annual benchmarks and timeline are either absent or so vague that it would be difficult to determine what needs to be acquired or repurposed, by whom, and when.
d. Describe the process that will be used to monitor Section 5b & the annual benchmarks and timeline of activities including roles and responsibilities.	37	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

TECHNOLOGY STRATEGIC PLAN 2014-17

6. FUNDING AND BUDGET COMPONENT CRITERIA Corresponding EETT Requirement(s): 7 & 13, (Appendix D)	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. List established and potential funding sources.	37	The plan clearly describes resources that are available or could be obtained to implement the plan.	Resources to implement the plan are not clearly identified or are so general as to be useless.
b. Estimate annual implementation costs for the term of the plan.	38-40	Cost estimates are reasonable and address the total cost of ownership, including the costs to implement the curricular, professional development, infrastructure, hardware, technical support, and electronic learning resource needs identified in the plan.	Cost estimates are unrealistic, lacking, or are not sufficiently detailed to determine if the total cost of ownership is addressed.
c. Describe the district's replacement policy for obsolete equipment.	41	Plan recognizes that equipment will need to be replaced and outlines a realistic replacement plan that will support the Curriculum and Professional Development Components.	Replacement policy is either missing or vague. It is not clear that the replacement policy could be implemented.
d. Describe the process that will be used to monitor Ed Tech funding, implementation costs and new funding opportunities and to adjust budgets as necessary.	41	The monitoring process, roles, and responsibilities are described in sufficient detail.	The monitoring process either is absent, or lacks detail regarding who is responsible and what is expected.

TECHNOLOGY STRATEGIC PLAN 2014-17

7. MONITORING AND EVALUATION COMPONENT CRITERIA Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
a. Describe the process for evaluating the plan's overall progress and impact on teaching and learning.	41-42	The plan describes the process for evaluation using the goals and benchmarks of each component as the indicators of success.	No provision for an evaluation is included in the plan. How success is determined is not defined. The evaluation is defined, but the process to conduct the evaluation is missing.
b. Schedule for evaluating the effect of plan implementation.	42-43	Evaluation timeline is specific and realistic.	The evaluation timeline is not included or indicates an expectation of unrealistic results that does not support the continued implementation of the plan.
c. Describe the process and frequency of communicating evaluation results to tech plan stakeholders.	43-44	The plan describes the process and frequency of communicating evaluation results to tech plan stakeholders.	The plan does not provide a process for using the monitoring and evaluation results to improve the plan and/or disseminate the findings.
8. EFFECTIVE COLLABORATIVE STRATEGIES WITH ADULT LITERACY PROVIDERS TO MAXIMIZE THE USE OF TECHNOLOGY CRITERION Corresponding EETT Requirement(s): 11 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Example of Not Adequately Addressed
If the district has identified adult literacy providers, describe how the program will be developed in collaboration with them. (If	44	The plan explains how the program will be developed in collaboration with adult literacy providers. Planning included or will include consideration of collaborative strategies and other funding resources	There is no evidence that the plan has been, or will be developed in collaboration with

TECHNOLOGY STRATEGIC PLAN 2014-17

no adult literacy providers are indicated, describe the process used to identify adult literacy providers or potential future outreach efforts.)		to maximize the use of technology. If no adult literacy providers are indicated, the plan describes the process used to identify adult literacy providers or potential future outreach efforts.	adult literacy service providers, to maximize the use of technology.
--	--	---	--

9. EFFECTIVE, RESEARCHED-BASED METHODS, STRATEGIES, AND CRITERIA Corresponding EETT Requirement(s): 4 and 9 (Appendix D).	Page in District Plan	Example of Adequately Addressed	Not Adequately Addressed
a. Summarize the relevant research and describe how it supports the plan's curricular and professional development goals.	44-49	The plan describes the relevant research behind the plan's design for strategies and/or methods selected.	The description of the research behind the plan's design for strategies and/or methods selected is unclear or missing.
b. Describe the district's plans to use technology to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance-learning technologies.	49	The plan describes the process the district will use to extend or supplement the district's curriculum with rigorous academic courses and curricula, including distance learning opportunities (particularly in areas that would not otherwise have access to such courses or curricula due to geographical distances or insufficient resources).	There is no plan to use technology to extend or supplement the district's curriculum offerings.

Appendix J – Technology Plan Contact Information (Required)

Education Technology Plan Review System (ETPRS) Contact Information

County & District Code: 30 -66431

School Code (Direct-funded charters only):

LEA Name: Anaheim Union High School District

*Salutation: Mr. ✓ Ms. Dr.

*First Name: Erik

*Last Name: Greenwood

*Job Title: Chief Technology Officer

*Address: 501 N. Crescent Way

*City: Anaheim

*Zip Code: 92803

*Telephone: 714-999-3765

Fax: 714-758-0571

*E-mail: greenwood@auhsd.us

Please provide backup contact information.

1st Backup Name: Dr. Diane Donnelly-Toscano

E-mail: donnelly_d@auhsd.us

2nd Backup Name: Renee Citlau

E-mail: citlau_r@auhsd.us

*Required information in the ETPRS

Anaheim Union High School District
Education Division

**APPLICATION FOR STUDENT-INITIATED,
NON-CURRICULUM RELATED ORGANIZATION**

CLICK AND ENTER DATA

School:	Loara High School	Date of Application:	3/27/14
----------------	-------------------	-----------------------------	---------

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

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

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

Name of proposed group:

One for One

Purpose of the group (Please describe thoroughly):

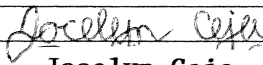
I would like to help sick children in hospitals by donating them items that they need. I want to help get through what they going through. I would like to make an impact in their lives and help their families.

Frequency of group meetings:

Twice a week; after school one day and during lunch the other day.

Proposed meeting day, time and location:

Day:	Wednesday	Time:	3:15pm	Location:	Loara High School
-------------	-----------	--------------	--------	------------------	-------------------

Applicant's Signature:		Date:	3/28/14
Printed Name:	Jocelyn Ceja		

Advisor's Signature:		Date:	3/28/14
Printed Name:	Teresa Ghassemi		

Principal's Signature:		Date:	3/28/14
Printed Name:	John Briquet		

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

Assistant Superintendent's Signature:		Date:	4/28/14
--	--	--------------	---------

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

**AGREEMENT FOR EMPLOYMENT OF SUPERINTENDENT BETWEEN THE
ANAHEIM UNION HIGH SCHOOL DISTRICT
AND
MICHAEL MATSUDA**

This Agreement is hereby entered into this 11th day of March, 2014, by and between the Board of Trustees ("Board") of the Anaheim Union High School District ("District") and Michael Matsuda ("Superintendent").

WHEREAS, the District's Governing Board of Education ("Board") desires to employ Michael Matsuda as the Superintendent of the District, and Michael Matsuda desires to accept employment as the Superintendent of District, upon the terms and conditions hereinafter set forth in this Agreement;

NOW, THEREFORE, in consideration of the foregoing and of the terms and conditions set forth herein, the parties hereto agree as follows:

1. SUPERINTENDENT

Michael Matsuda is hereby employed by the Board as the Superintendent of the District.

2. TERM

- a. The Superintendent shall be employed from March 17, 2014 to June 30, 2017.
- b. No right of tenure, contractual obligation, expectancy of continued employment, or claim of entitlement is created beyond the original or extended contract term.

3. COMPENSATION

The District shall provide the Superintendent with the following compensation:

- a. The Superintendent's annual base salary shall be Two Hundred Thousand (\$220,000) Dollars, which shall be paid in equal monthly installments. The compensation shall be pro-rated in the event that employment is not for a full calendar month or for a full year. The District year runs from July 1 through June 30. Salary payments shall be subject to all payroll deductions required by law.
- b. If the Board approves a furlough plan to cope with hard financial times, the Superintendent will take the same number of furlough days each year as management, until the board determines that the hard times are over.
- c. The Superintendent's base salary may be reviewed annually by the Board, and with the consent of the Board increases in salary may be made effective at any time during the term of this Agreement. In the event that the Superintendent's overall performance has been evaluated in accordance with Paragraph 5 hereunder, and determined to be satisfactory during the preceding school year by a majority of the Board, the Board may increase the Superintendent's salary beginning on July 1, 2015, and on July 1 of each succeeding year thereafter during the term of this Agreement by a percentage up

to, but not to exceed, five percent (5%) of the preceding year's base salary. The determination of this merit salary increase will be made by the Board annually, following completion of the evaluation for the current year.

- d. Any increase in the Superintendent's salary during the term of this Agreement, must be in writing, approved by the Board in open session and executed by both the Board and the Superintendent in accordance with Paragraph 14.d.

4. DUTIES AND RESPONSIBILITIES

- a. The Superintendent shall faithfully perform the duties and functions of the Superintendent for the District set forth below, as well as any duties that may be as prescribed by the laws of the State of California, Federal Law, Board Policies, and Administrative Regulations as they currently exist or may hereafter be adopted or amended, and any directives assigned by the Board.
- b. The Superintendent's duties shall include the following:
 - (1) Serving as the Chief Executive Officer of the District as described by District Policy. In order to fulfill this function, the Superintendent shall be delegated all powers and duties necessary for efficient management and administration of the District to the full extent permitted by law.
 - (2) Organizing, reorganizing, and arranging the administrative and supervisory staff in a manner that in the Superintendent's judgment would best serve the District, with the Board's concurrence.
 - (3) Managing all personnel matters including, without limitation, selection of certificated and classified personnel and determination of placement for new and existing certificated and classified staff. The Superintendent's selection of new personnel is subject to approval by the Board. In the event the Board does not approve the Superintendent's personnel recommendations, the Superintendent shall submit alternative recommendations.
 - (4) Evaluation of employees directly accountable to the Superintendent and overseeing the evaluation of other employees as defined by California law and Board Policy.
 - (5) Serving as liaison between the Board and the Board's representatives with respect to all employer-employee matters, and making recommendations to the Board concerning those matters.
 - (6) Attending all regular, special, and closed session meetings of the Board, unless the Board is considering the Superintendent's evaluation or as otherwise required by law.
 - (7) The Superintendent may submit recommendations on any items of business considered by the Board or any committee or subcommittee of the District

- (8) Serving as an ex officio member on District committees and subcommittees.
 - (9) Representing the interests of the Board and the District in day-to-day contact with parents, other citizens, community, and governmental agencies.
 - (10) Providing leadership, guidelines and directions to ensure that policies related to curriculum instruction, pupil personnel services, personnel, budget, and business affairs are carried out, and to ensure quality teaching and learning.
 - (11) Reviewing the policies adopted by the Board and making appropriate recommendations to the Board for addition, deletion, or modification.
 - (12) Providing leadership and direction in planning and financing school facilities to meet long-term needs.
 - (13) Advising the Board and making recommendations regarding possible sources of funds, which may be available to implement present or contemplated District programs.
 - (14) Communicating openly, ethically, systematically, and in a timely manner to the Board, staff, and the community, and promptly informing the Board of critical issues or incidents.
 - (15) Establishing and maintaining an effective community relations program and an effective relationship with the media.
 - (16) Obtaining and maintaining all licenses, credentials, certificates, permits, and approvals of whatever nature that are legally required to fulfill Superintendent's obligations as the Superintendent of the District.
- c. The Superintendent shall perform the duties of the District Superintendent, at the highest level of professional competence.

5. EVALUATION

- a. The Board shall formally evaluate and assess, in writing, the performance of the Superintendent at least once a year by June 30 of each year.
- b. The Board President will meet with the Superintendent prior to March 1 annually to establish the evaluation criteria.
- c. The Board may, at its discretion, meet and discuss the working relationship with the Superintendent at any other time.

6. BOARD AND SUPERINTENDENT RELATIONS

The Board and the Superintendent agree to work together in a spirit of cooperation and teamwork to further the District's mission.

7. PROFESSIONAL CERTIFICATION AND RECORDS

The Superintendent hereby represents that on the date of this Agreement, he holds a valid California School Administrator's credential and a valid California Teaching Credential. The Superintendent agrees to maintain the aforementioned credentials throughout the term of this Agreement.

8. MEDICAL EXAM

The Superintendent shall be required to complete a medical examination annually during the term of this Agreement. The District shall bear the expense of such examination, to a maximum cost of five hundred dollars (\$500) per fiscal year. Any report of the medical examination shall be given directly and exclusively to the Superintendent. The President of the Board shall be advised, within thirty (30) days of the examination, in writing by the examining physician, of the Superintendent's continued physical fitness to perform duties and such report shall be confidential.

9. SICK LEAVE

The Superintendent shall be provided with twelve (12) days sick leave per school year. The Superintendent shall accrue sick leave consistent with Board Policy and Regulations for District management personnel.

10. VACATION

- a. The Superintendent shall be required to render twelve (12) months of full and regular service to the District during each annual period covered by this agreement, except that he shall be entitled to twenty-four (24) working days of annual vacation with pay. The Superintendent may take a maximum of ten (10) contiguous working days as vacation, exclusive of holidays as defined in sections 37220 and 37221 of the Education Code, unless prior Board approval is given for more than ten days. Vacation days accrue on a monthly basis. A maximum of twenty (20) days of earned vacation may be carried from one year to the next without the approval of the Board. In the event of termination or expiration of this Agreement, the Superintendent shall be entitled to compensation for all unused accrued vacation, up to a maximum of thirty (30) days, at the salary rate in effect during the school year in which the vacation credit was earned. Each annual period covered by this agreement shall run from July 1 of one year through June 30 of the following year.
- b. Nothing contained in this Agreement shall prohibit the Superintendent from using earned vacation days to undertake consulting work, speaking engagements, writing, lecturing, or other professional duties, functions, and obligations, provided such undertakings do not interfere with the Superintendent's performance of his duties under this Agreement.

11. FRINGE BENEFITS

The District shall provide the Superintendent with the following additional compensation:

- a. **Health and Welfare:** The Superintendent and his spouse shall be entitled to receive all health and welfare benefits accorded other management employees of the Anaheim Union High School District. The District will continue to pay the health benefits of only the Superintendent per Board Policy 6603.01 which states:

Effective April 6, 2007, unrepresented management shall be provided with the major medical and dental portion of the District's fringe benefit compensation package, upon retirement, until age 65 if the following criteria are met:

- (1) The employee is age 60 or older on the date of retirement;
 - (2) The employee retires from the District with fifteen or more years of service to the District; and
 - (3) The employee is not otherwise covered by any similar programs provided through social security or retirement plans.
- b. **Expense Reimbursement:** The Board shall reimburse the Superintendent for all actual and necessary expenses incurred and paid by the Superintendent in the conduct of his/her duties on behalf of the District. The Superintendent will submit itemized claims for such expenses, and such items claimed must be a proper use of District funds with a monthly review by the Board. The Superintendent will be reimbursed for all mileage outside of the District.
- c. **Superintendent Professional Development:** The Superintendent is encouraged to attend appropriate professional meetings at the local, state, and federal level. Subject to advance approval of the Board, the District shall reimburse the Superintendent for reasonable expenses incurred for attendance at such meetings.
- d. **Memberships:** The Superintendent's annual dues in the Association of California Administrators Association (ACSA) will be paid by the District, as well as membership in two local community service clubs of his choice.
- e. **General Liability:** The District shall maintain coverage for the Superintendent on the District's general liability policy.
- f. **Life Insurance:** The District shall provide the Superintendent, at the District's expense, with a fully paid term life insurance policy in the face amount of one and a half times Superintendent's annual salary, but not to exceed Three Hundred Thousand Dollars (\$300,000).
- g. **Paid Holidays:** The Superintendent is entitled to all paid legal holidays, as defined by the Education Code, as well as those holidays declared by the Board as local holidays.

12. INDEMNIFICATION

Upon no longer being employed by the District, the Superintendent shall continue to be held harmless and indemnified for any claims and legal actions taken against him related to his employment with the District.

13. TERMINATION OF AGREEMENT

- a. Notwithstanding any other provision of this Agreement, the Board may elect not to renew this Employment Agreement, and/or not to re-employ the Superintendent upon the expiration of this Agreement, pursuant to Education Code Section 35031.
- b. In the event that the Superintendent is unable to serve in the position due to physical and/or mental incapacity, this Employment Agreement shall be terminated by the Board upon expiration of all sick leave to which the Superintendent is entitled as provided for by statute and applicable Board Policies, and upon receipt of a written evaluation by a licensed physician designated by the District which determines the Superintendent's physical and/or mental inability to further serve in the position of Superintendent. The Superintendent shall be provided with a complete copy of the physician's written evaluation and an opportunity to meet with the Board.
- c. The death of the Superintendent automatically terminates this Employment Agreement. In such event, all earned salary, vacation, or other amounts due will be paid to the estate of the Superintendent unless otherwise indicated in writing by the Superintendent.
- d. This Employment Agreement may be terminated by the mutual consent of the parties of this Agreement in the manner provided by Education Code Section 35031; provided, however, the Superintendent may terminate this Employment Agreement at any time with the consent of the Board.
- e. In the event the Superintendent voluntarily terminates this Employment Agreement prior to its expiration, the District shall be liable for the salary only for that portion of the Agreement for which services were actually rendered.
- f. In the event that the Superintendent resigns within the first year of this Employment Agreement he shall reimburse the District for the total cost (not to exceed \$25,000) of conducting the Superintendent search. In the event that the Superintendent resigns within the second year of this Employment Agreement he shall reimburse the District for fifty percent (50 percent) of the total cost of conducting the Superintendent search. There is no reimbursement after the beginning of the third year.
- g. Termination Without Cause: Notwithstanding any other provision of this Agreement or law, the Board, at its sole discretion, shall have the option to terminate this Agreement. If the Board elects the option to terminate the Agreement, it shall pay the Superintendent, in one lump-sum payment, an amount equal to the salary of six (6) months on the Agreement or the salary of the remainder of the Agreement if such remainder is less than six (6) months. The calculation for purposes of the lump-sum

payment shall be based upon the rate of salary in effect on the date of the notice of termination.

If the contract is terminated, any cash settlement related to the termination that Superintendent may receive from the District shall be fully reimbursed to the District if the Superintendent is convicted of a crime involving an abuse of office or position.

- h. Termination With Cause: The Board may elect to terminate the Superintendent's employment upon thirty (30) days written notice to the Superintendent for cause in the following circumstances:
- (1) The Superintendent's conviction of any crime of moral turpitude. A plea or verdict of guilty, a finding of guilt by a court of law, or conviction following a plea of *nolo contendere* shall be deemed to be a conviction within the meaning of this subdivision.
 - (2) Actions by the Superintendent in the performance of his duties involving willful malfeasance or gross negligence.
 - (3) The commission by the Superintendent of an act of fraud, embezzlement, theft, or material dishonesty against the District.
 - (4) The Superintendent's breach of any material term of this Agreement that is not cured within thirty days after written notice of such breach has been given to the Superintendent by the Board.
 - (5) In the event that this agreement is terminated and he/she is convicted of a crime involving an abuse of his/her position, any money paid to him/her as a settlement of contract termination must be reimbursed to the District within 30 days.

Dismissal for cause shall be effective upon action taken by the Board and all salary and benefits provided by this Agreement shall cease upon said action by the Board. Salary and benefits earned or accrued prior to said action shall be paid to the Superintendent within thirty (30) days of said action.

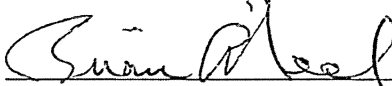
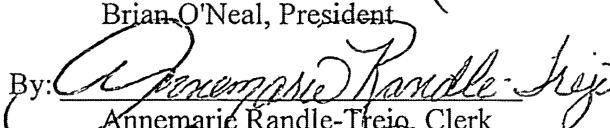
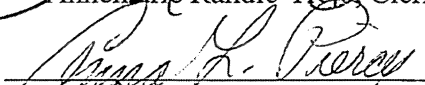
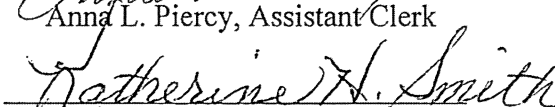
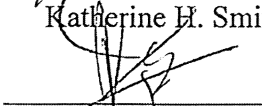
14. GENERAL PROVISIONS

- a. **Governing Law:** This Agreement, and the rights and obligations of the parties shall be construed and enforced in accordance with the laws of the State of California.
- b. **Entire Agreement:** This Agreement contains the entire agreement and understanding between the parties. There are no oral understandings, terms or conditions, and neither party has relied upon any representation, express or implied, not contained in this Agreement.
- c. **No Assignment:** The Superintendent cannot assign or transfer any rights granted or obligations assumed under this Agreement.

- d. **Modification/Amendment:** This Agreement cannot be changed or supplemented orally. It may be amended, modified or superseded only by a written instrument approved by the Board in open session as required by law and executed by both the Board and the Superintendent.
- e. **Construction:** This Agreement shall not be construed more strongly against either party, regardless of which party is responsible for its preparation.
- f. **Board Approval:** The effectiveness of this Agreement shall be contingent upon approval by the Board in open session as required by law.
- g. **Execution of Other Documents:** The parties shall cooperate fully in the execution of any other acts that may be necessary or appropriate to give full force and effect to this Agreement.
- h. **Severability:** If one or more of the provisions of this Agreement are hereafter declared invalid or unenforceable by judicial, legislative or administrative authority of competent jurisdiction, then the parties hereto agree that the invalidity or unenforceability of any of the provisions shall not in any way affect the validity or enforceability of any other provisions of this Agreement.


IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Agreement on the date and year written below.

BOARD OF TRUSTEES OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT

By: <u></u>	<u>3/11/14</u>
Brian O'Neal, President	Date
By: <u></u>	<u>3/11/14</u>
Annemarie Randle-Trejo, Clerk	Date
By: <u></u>	<u>3/11/14</u>
Anna L. Piercy, Assistant Clerk	Date
By: <u></u>	<u>3-11-14</u>
Katherine H. Smith, Member	Date
By: <u></u>	<u>3-11-14</u>
Al Jabbar, Member	Date

Acceptance:

I hereby accept this offer of employment and agree to comply fully with each and every condition thereof, and perform faithfully all of the duties of employment as Superintendent of the Anaheim Union High School District.

By: <u></u>	<u>3-11-14</u>
Michael Matsuda	Date

MEMORANDUM OF UNDERSTANDING**Between the****Anaheim Union High School District (AUHSD)****and the****Anaheim Secondary Teachers Association (ASTA)****Student/Teacher Calendars**
for School Years 2015-2016, 2016-2017, 2017-2018

The Anaheim Union High School District (AUHSD) and Anaheim Secondary Teacher's Association (ASTA) agree to the following teacher start/end dates, student start/end dates, vacation periods and holidays for the Student/Teacher calendars for school years 2015-2016, 2016-2017, and 2017-2018:

2015-2016

Teacher First Day: August 10, 2015

Student First Day: August 12, 2015

Student Last Day: May 26, 2016

Teacher Last Day: May 27, 2016

Holidays & Vacation Periods

Fourth of July: July 3, 2015 (observed)

Labor Day: September 7, 2015

Veterans' Day: November 11, 2015

Thanksgiving Break: November 23-27, 2015

Winter Break: December 21 - January 1

Martin Luther King, Jr. Day: January 18, 2016

Lincoln's Birthday: February 8, 2016 (observed)

Presidents' Day: February 15, 2016

Spring Break: March 14-18, 2016

Memorial Day: May 30, 2016

2016-2017

Teacher First Day: August 8, 2016

Student First Day: August 10, 2016

Student Last Day: May 25, 2017

Teacher Last Day: May 26, 2017

Holidays & Vacation Periods

Fourth of July: July 4, 2016

Labor Day: September 5, 2016

Veterans' Day: November 11, 2016

Thanksgiving Break: November 21-25, 2016

Winter Break: December 26 - January 6

Martin Luther King, Jr. Day: January 16, 2017

Lincoln's Birthday: February 13, 2017 (observed)

Presidents' Day: February 20, 2017

Spring Break: March 13-17, 2017

Memorial Day: May 29, 2017

2017-2018

Teacher First Day: August 7, 2017

Student First Day: August 9, 2017

Student Last Day: May 24, 2018

Teacher Last Day: May 25, 2018

Holidays & Vacation Periods

Fourth of July: July 4, 2017

Labor Day: September 4, 2017

Veterans' Day: November 10, 2017 (observed)

Thanksgiving Break: November 20-24, 2017

Winter Break: December 25 - January 5

Martin Luther King, Jr. Day: January 15, 2018

Lincoln's Birthday: February 12, 2018

Presidents' Day: February 19, 2018

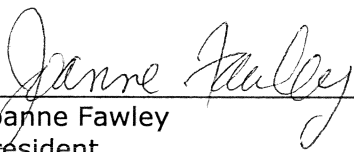
Spring Break: March 12-16, 2018

Memorial Day: May 28, 2018

The parties also agree to continue negotiations to set specific dates for staff development, quarters, semesters, and deadlines for progress reports and grades. The complete Student/Teacher calendars will be brought to the Board for approval at a future Board meeting.

This agreement is dated: _____

Russell Lee-Sung
Assistant Superintendent
Human Resources



Joanne Fawley
President
Anaheim Secondary Teacher's Association



State of California
Commission on Teacher Credentialing
Certification, Assignment and Waivers Division
1900 Capitol Avenue
Sacramento, CA 95811-4213

Email: credentials@ctc.ca.gov
Website: www.ctc.ca.gov

DECLARATION OF NEED FOR FULLY QUALIFIED EDUCATORS

- ☒ Original Declaration of Need for year: 2014/15
☐ Revised Declaration of Need for year: _____

FOR SERVICE IN A SCHOOL DISTRICT

Name of District: Anaheim Union High School District District CDS Code: 66431

Name of County: Orange County CDS Code: 030

By submitting this annual declaration, the district is certifying the following:

- A diligent search, as defined below, to recruit a fully prepared teacher for the assignment(s) was made
- If a suitable fully prepared teacher is not available to the school district, the district will make a reasonable effort to recruit based on the priority stated below

The governing board of the school district specified above adopted a declaration at a regularly scheduled public meeting held on 05 / 08 / 14 certifying that there is an insufficient number of certificated persons who meet the district's specified employment criteria for the position(s) listed on the attached form. The attached form was part of the agenda, and the declaration did NOT appear as part of a consent calendar.

► **Enclose a copy of the board agenda item**

With my signature below, I verify that the item was acted upon favorably by the board. The declaration shall remain in force until June 30, 2015.

Submitted by (Superintendent, Board Secretary, or Designee):

<u>Michael Matsuda</u>	_____	<u>Superintendent</u>
<i>Name</i>	<i>Signature</i>	<i>Title</i>
<u>(714) 535-1706</u>	<u>(714) 999-3501</u>	<u>May 08, 2014</u>
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>
<u>501 Crescent Way, Anaheim, CA 92803-3520</u>		
<i>Mailing Address</i>		
<u>Matsuda M@auhsd.us</u>		
<i>EMail Address</i>		

FOR SERVICE IN A COUNTY OFFICE OF EDUCATION, STATE AGENCY OR NONPUBLIC SCHOOL OR AGENCY

Name of County _____ County CDS Code _____

Name of State Agency _____

Name of NPS/NPA _____ County of Location _____

The Superintendent of the County Office of Education or the Director of the State Agency or the Director of the NPS/NPA specified above adopted a declaration on ____ / ____ / ____, at least 72 hours following his or her public announcement that such a declaration would be made, certifying that there is an insufficient number of certificated persons who meet the county's, agency's or school's specified employment criteria for the position(s) listed on the attached form.

The declaration shall remain in force until June 30, _____.

► **Enclose a copy of the public announcement**

Submitted by Superintendent, Director, or Designee:

_____	_____	_____
<i>Name</i>	<i>Signature</i>	<i>Title</i>
_____	_____	_____
<i>Fax Number</i>	<i>Telephone Number</i>	<i>Date</i>

<i>Mailing Address</i>		

<i>E-Mail Address</i>		

- *This declaration must be on file with the Commission on Teacher Credentialing before any emergency permits will be issued for service with the employing agency*

AREAS OF ANTICIPATED NEED FOR FULLY QUALIFIED EDUCATORS

Based on the previous year's actual needs and projections of enrollment, please indicate the number of emergency permits the employing agency estimates it will need in each of the identified areas during the valid period of this Declaration of Need for Fully Qualified Educators. This declaration shall be valid only for the type(s) and subjects(s) identified below.

This declaration must be revised by the employing agency when the total number of emergency permits applied for exceeds the estimate by ten percent. Board approval is required for a revision.

Type of Emergency Permit	Estimated Number Needed
<input checked="" type="checkbox"/> CLAD/English Learner Authorization (applicant already holds teaching credential)	15
<input checked="" type="checkbox"/> Bilingual Authorization (applicant already holds teaching credential)	15
List target language(s) for bilingual authorization: <u>Spanish, Mandarin, French, Korean</u>	
<input checked="" type="checkbox"/> Resource Specialist	10
<input checked="" type="checkbox"/> Teacher Librarian Services	5
<input type="checkbox"/> Visiting Faculty Permit	

LIMITED ASSIGNMENT PERMITS

Limited Assignment Permits may only be issued to applicants holding a valid California teaching credential based on a baccalaureate degree and a professional preparation program including student teaching.

Based on the previous year's actual needs and projections of enrollment, please indicate the number of Limited Assignment Permits the employing agency estimates it will need in the following areas:

TYPE OF LIMITED ASSIGNMENT PERMIT	ESTIMATED NUMBER NEEDED
Multiple Subject	5
Single Subject	5
Special Education	5
TOTAL	15

EFFORTS TO RECRUIT CERTIFIED PERSONNEL

The employing agency declares that it has implemented in policy and practices a process for conducting a diligent search that includes, but is not limited to, distributing job announcements, contacting college and university placement centers, advertising in local newspapers, exploring incentives included in the Teaching as a Priority Block Grant (refer to www.cde.ca.gov for details), participating in state and regional recruitment centers and participating in job fairs in California.

If a suitable fully prepared teacher is not available to the school district, the district made reasonable efforts to recruit an individual for the assignment, in the following order:

- A candidate who qualifies and agrees to participate in an approved intern program in the region of the school district
- An individual who is scheduled to complete initial preparation requirements within six months

EFFORTS TO CERTIFY, ASSIGN, AND DEVELOP FULLY QUALIFIED PERSONNEL

Has your agency established a District Intern program? ☒ Yes ☐ No

If no, explain. _____

Does your agency participate in a Commission-approved college or university intern program? ☒ Yes ☐ No

If yes, how many interns do you expect to have this year? 5

If yes, list each college or university with which you participate in an intern program.

CSUF, CSLB, CHAPMAN, ALLIANT, NATIONAL, UCI, APU

If no, explain why you do not participate in an intern program.

American Red Cross Shelter Agreement

The American National Red Cross ("Red Cross"), a not-for-profit corporation chartered by the United States Congress, provides services to individuals, families and communities when disaster strikes. The disaster relief activities of the Red Cross are made possible by the American public, as the organization is supported by private donations and facility owners who permit their buildings to be used as a temporary refuge for disaster victims. This agreement is between the Red Cross and a facility owner ("Owner") so the Red Cross can use the facility as an emergency shelter during a disaster.

DR#: _____ Facility: _____

Parties and Facility

Owner:

Legal name: Anaheim Union High School District
 Chapter: Orange County
 24-Hour Point of Contact: AFTER HOURS CONTACT
 Name and title: DARREL ADAIR, DIRECTOR, MAINTENANCE & OPNS
 Work phone: 714-999-3581 Cell phone/pager: 714-936-5196
 Address for Legal Notices:
 501 Crescent Way
 Anaheim, CA 92803-3520

Red Cross:

Legal name: The American National Red Cross
 Chapter: Orange County
 24-Hour Point of Contact:
 Name and title: Bobby Simmons, Disaster Program Manager
 Work phone: (714) 481-5392 Cell phone/pager: (714) 833-4215
 Address for Legal Notices:
 American Red Cross
 601 N. Golden Circle Dr.
 Santa Ana, CA 92705

Copies of legal notices must also be sent to:

The American National Red Cross, Office of the General Counsel,
 2025 E Street, NW, Washington DC 20006

and

The American National Red Cross, Disaster Operations,
 2025 E Street NW, Washington, DC 20006.

Shelter Facility:

(Insert name and complete street address of building or, if multiple buildings, write "See attached Facility List" and attach Facility List including complete street address of each building that is part of this Agreement).

SEE ATTACHED LIST OF AUHSD FACILITIES

Terms and Conditions

1. Use of Facility: Upon request and if feasible, the Owner will permit the Red Cross to use the Facility on a temporary basis as an emergency public shelter.
2. Shelter Management: The Red Cross will have primary responsibility for the operation of the shelter and will designate a Red Cross official, the Shelter Manager, to manage the sheltering activities. The Owner will designate a Facility Coordinator to coordinate with the Shelter Manager regarding the use of the Facility by the Red Cross.
3. Condition of Facility: The Facility Coordinator and Shelter Manager (or designee) will jointly conduct a pre-occupancy survey of the Facility before it is turned over to the Red Cross. They will use the first page of the Facility/Shelter Opening/Closing Form, available on CrossNet, to record any existing damage or conditions. The Facility Coordinator will identify and secure all equipment that the Red Cross should not use while sheltering in the Facility. The Red Cross will exercise reasonable care while using the Facility as a shelter and will make no modifications to the Facility without the express written approval of the Owner.
4. Food Services: Upon request by the Red Cross, and if such resources exist and are available, the Owner will make the food service resources of the Facility, including food, supplies, equipment and food service workers, available to feed the shelter occupants. The Facility Coordinator will designate a Food Service Manager to coordinate the provision of meals at the direction of and in cooperation with the Shelter Manager. The Food Service Manager will establish a feeding schedule, determine food service inventory and needs, and supervise meal planning and preparation. The Food Service Manager and Shelter Manager will jointly conduct a pre-occupancy inventory of the food and food service supplies in the Facility before it is turned over to the Red Cross.
5. Custodial Services: Upon request by the Red Cross and if such resources exist and are available, the Owner will make its custodial resources, including supplies and custodial workers, available to provide cleaning and sanitation services at the shelter. The Facility Coordinator will designate a Facility Custodian to coordinate the provision of cleaning and sanitation services at the direction of and in cooperation with the Shelter Manager.
6. Security: In coordination with the Facility Coordinator; the Shelter Manager, as he or she deems necessary and appropriate, will coordinate with law enforcement regarding any public safety issues at the Shelter.
7. Signage and Publicity: The Red Cross may post signs identifying the shelter as a Red Cross shelter in locations approved by the Facility Coordinator and will remove such signs when the shelter is closed. The Owner will not issue press releases or other publicity concerning the shelter without the express written consent of the Shelter Manager. The Owner will refer all media questions about the shelter to the Shelter Manager.
8. Closing the Shelter: The Red Cross will notify the Owner or Facility Coordinator of the closing date for the shelter. Before the Red Cross vacates the Facility, the Shelter Manager and Facility Coordinator will jointly conduct a post-occupancy survey, using the second page of the Shelter/Facility Opening/Closing Form to record any damage or conditions. The Shelter Manager and Facility Coordinator or Food Service Manager will conduct a post-occupancy inventory of the food and supplies used during the shelter operation.
9. Reimbursement: The Red Cross will reimburse the Owner for the following:
 - a. *Damage to the Facility or other property of Owner*, reasonable wear and tear excepted, resulting from the operations of the Red Cross. Reimbursement for facility damage will be based on replacement at actual cash value. The Red Cross will select from among

bids from at least three reputable contractors. The Red Cross is not responsible for storm damage or other damage caused by the disaster.

- b. *Reasonable costs associated with custodial and food service personnel* which would not have been incurred but for the Red Cross's use of the Facility for sheltering. The Red Cross will reimburse at per-hour, straight-time rate for wages actually incurred but will not reimburse for (i) overtime or (ii) costs of salaried staff.
- c. *Reasonable, actual, out-of-pocket operational costs*, including the costs of the utilities indicated below, to the extent that such costs would not have been incurred but for the Red Cross's use of the Premises (both parties must initial all utilities to be reimbursed by the Red Cross):

	Owner initials	Red Cross initials
Water	_____	_____
Gas	_____	_____
Electricity	_____	_____
Waste Disposal	_____	_____

The Owner will submit any request for reimbursement to the Red Cross within 60 days after the shelter closes. Any request for reimbursement for food, supplies or operational costs must be accompanied by supporting invoices. Any request for reimbursement for personnel costs must be accompanied by a list of the personnel with the dates and hours worked at the shelter.

10. Insurance: The Red Cross shall carry insurance coverage in the amounts of at least \$1,000,000 per occurrence for Commercial General Liability and Automobile Liability. The Red Cross shall also carry Workers' Compensation coverage with statutory limits for the jurisdiction within which the facility is located and \$1,000,000 in Employers' Liability.

11. Indemnification: The Red Cross shall defend, hold harmless, and indemnify Owner against any legal liability, including reasonable attorney fees, in respect to bodily injury, death and property damage arising from the negligence of the Red Cross during the use of the Premises.

12. Term: The term of this agreement begins on the date of the last signature below and ends 30 days after written notice by either party.

ANAHEIM UNION HIGH SCHOOL DISTRICT

Owner (legal name)

By (signature)

DIANNE POORE

Name (printed)

ASST. SUPERINTENDENT, BUSINESS

Title

Date

THE AMERICAN NATIONAL RED CROSS
(legal name)

By (signature)

Name (printed)

Title

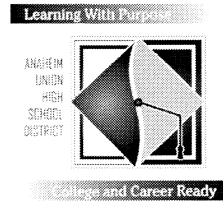
Date

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

Description*	Quantity	Publication Date	General Condition	Reason for Disposition	Compliant with Current Instructional Standards (Yes or No) **
<i>Various Math Books</i>					
Algebra Readiness	68	Outdated	Fair	Obsolete	No To be sold
CA Math Course 2	52	Outdated	Fair	Obsolete	No To be sold
CA Math Grade 7	29	Outdated	Fair	Obsolete	No To be sold
CA Math - Know It Notebook	20	Outdated	Fair	Obsolete	No To be sold
Focus On CAHSEE	15	Outdated	Fair	Obsolete	No To be sold
Holt Algebra 1 - Know It Notebook	216	Outdated	Fair	Obsolete	No To be sold
Holt Math Course 2	100	Outdated	Fair	Obsolete	No To be sold
Holt Math Grade 7	202	Outdated	Fair	Obsolete	No To be sold
Math Workbooks	2040	Outdated	Fair	Obsolete	No To be sold
Measuring Up Math	26	Outdated	Fair	Obsolete	No To be sold
Measuring Up Math Practice Workbook	80	Outdated	Fair	Obsolete	No To be sold
Various Math Books	147	Outdated	Fair	Obsolete	No To be sold

<i>Various Library Books</i>					
Misc. Library Books	225	Outdated	Fair	Obsolete	No To be sold

*Books have been viewed by the Education Division and deemed unusable, obsolete, and/or out-of-date, damaged, and ready for sale, or destruction.	**If not sold, will be destroyed.
---	-----------------------------------



Donations

May 8, 2013

<u>Location</u>	<u>Donated By</u>	<u>Item</u>
District	Jenny Ho, NOCCCD	Miscellaneous furniture and shelving (approximate value: \$5,475)
	Charmaine Alvarado	Bundles of Books, Dale Junior High School
	AUHSD Foundation	\$70,982, Miscellaneous Athletic Programs
	Anna Piercy	\$250, Color and Light Exhibition
	Susan Stocks, Ed.D.	\$225, Color and Light Exhibition
	Kiwanis Club of Greater Anaheim	\$250, Color and Light Exhibition
	Anaheim Arts Council	\$250, Color and Light Exhibition
Hope	Kroger	\$33.16
Sycamore	Phil Marshall	\$265, Robotics Program
	Lauren Davis	Robot (value: \$455)

April 8, 2014 Through April 28, 2014

EXHIBIT L

ANAHEIM UHSD 04/29/14 9:18 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 13913256 #J153--prog: CK517 <1.01>--report id: CKRECSOC Page 1

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
AARDVARK CLAY AND SUP	V6400035	4310	479.61	479.61	00117760V0402732 14279 04 0401642300815634
ACORN MEDIA	V6400068	4310	235.44	235.44	00117761
ACOUSTICAL MATERIAL S	V6400070	4355	320.82	320.82	00117762
APPLE INC	V6400319	4310	3,197.52	3,197.52	00117763
B AND H PHOTO VIDEO I	V6400422	4310	796.01	796.01	00117764
B AND K ELECTRIC WHOL	V6400623	4355	188.79	188.79	00117765
BAVCO	V6407678	4355	4,108.65	4,108.65	00117766
BIOLOGIX SERVICE CORP	V6410288	9320	1,884.41	1,884.41	00117767
BLICK ART MATERIALS	V6401357	4310	610.54	610.54	00117768
BLUE LABEL BATTERY IN	V6411161	4320	401.76	401.76	00117769
CALIFORNIA COMMERICAL	V6400682	4355	1,350.00	1,350.00	00117770
CAROLINA BIOLOGICAL S	V6400778	4310	2,375.92	2,375.92	00117771
CARSON SUPPLY CO	V6400788	4347	184.10	184.10	00117772
CCP INDUSTRIES INC	V6400816	9320	2,196.77	2,196.77	00117773
CEMEX	V6404364	4347	1,139.40	1,139.40	00117774
CENTAR INDUSTRIES	V6400828	4310	722.40	722.40	00117775
CITY OF ANAHEIM	V6400957	5520 5530 5580	43,545.57 5,026.90 5,109.65	53,682.12	00117776
CLARK SECURITY PRODUC	V6400966	4355	20.32	20.32	00117777
CONTINENTAL CHEMICAL	V6409578	9320	17,130.27	17,130.27	00117778
CRYSTAL GLASS AND MTR	V6401153	4355	647.78	647.78	00117779
DHARMA TRADING CO.	V6411544	4310	127.02	127.02	00117780

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
DUNN EDWARDS PAINTS	V6401448	4355	362.13	362.13	00117781
E.B. BRADLEY COMPANY	V6401456	4355	137.55	137.55	00117782
EBERHARD EQUIPMENT	V6405532	4347	525.88	525.88	00117783
EPL SOLUTIONS	V6411205	4355	201.01	201.01	00117784
EWING IRRIGATION PROD	V6401634	4347	137.02	137.02	00117785
EXPRESS PIPE AND SUPP	V6401644	4355	711.68	711.68	00117786
FERGUSON ENTERPRISES	V6409823	4355	1,728.10	1,728.10	00117787
FROG ENVIRONMENTAL IN	V6407428	5610	225.00	225.00	00117788
FULLERTON ACE HARDWAR	V6405244	4310	4.37	4.37	00117789
GAMBOA, MARIA	V6408269	5210	787.22	787.22	00117790
HAMMER, DAPHNE	V6408514	5210	889.54	889.54	00117791
HOME DEPOT	V6405234	4355	823.44	823.44	00117792
HOWARD INDUSTRIES	V6402088	4347	502.71	502.71	00117793
IMPERIAL PRODUCTS INC	V6402137	4355	4,517.80	4,517.80	00117794
J AND A FENCE	V6409989	5610	1,750.00	1,750.00	00117795
J.W. PEPPER AND SON I	V6402214	4310	81.03	81.03	00117796
JONES READING AND MAT	V6411568	5805	1,020.00	1,020.00	00117797
JONES SCHOOL SUPPLY	V6402421	4320	210.79	210.79	00117798
JOSTENS	V6402437	4310	950.40	950.40	00117799
KONICA MINOLTA BUSINE	V6403156	5620	5,890.97	5,890.97	00117800
LATHAM TIME COMPANY	V6409059	4355	1,818.70	1,818.70	00117801
LEARNING CURVE INC.,	V6410585	5805	877.50	877.50	00117802

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LEARNING PARTNERS INC	V6410245	5805	3,274.79	3,274.79	00117803
LETTER PERFECT SIGNS	V6402726	4355	388.80	388.80	00117804
LEXINGTON JUNIOR HIGH	V6402729	5810	960.00	960.00	00117805
LINDY OFFICE PRODUCTS	V6411539	9320	808.70	808.70	00117806
*** CHECK GAP ***					
BACH COMPANY, THE	V6407748	4410	9,177.84	9,177.84	00117808
GALE SUPPLY CO	V6401798	9320	3,471.55	3,471.55	00117809
GAS COMPANY, THE	V6404372	5510	580.67	580.67	00117810
GLASBY MAINTENANCE SU	V6401863	4347	89.31	89.31	00117811
H AND H AUTO PARTS WH	V6401967	4370	337.29	1,618.01	00117812
		4376	222.65		
		4385	1,058.07		
HD INDUSTRIES	V6401983	4376	449.09	449.09	00117813
HOME DEPOT	V6405234	4355	1,121.00	1,208.19	00117814
		4387	87.19		
iPAD TUTORING LLC	V6411560	5805	9,550.00	9,550.00	00117815
IPC USA INC.	V6410467	4382	24,913.30	24,913.30	00117816
JEXCO PRODUCTS INC	V6402332	4375	599.91	599.91	00117817
JOE RHODES MAINTENANC	V6402367	5610	81.32	81.32	00117818
LRP PUBLICATIONS	V6402849	5880	14,199.00	14,199.00	00117819
HP DIRECT	V6408671	4310	0.00	93,113.30	00117820
		4320	1,100.00		
		4410	92,013.30		
A U H S D FOOD SERVIC	V6400023	5880	2,047.00	2,047.00	00117821
AARDVARK CLAY AND SUP	V6400035	4310	767.64	767.64	00117822

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ABLE	V6410583	5805	225.00	225.00	00117823
ACS BILLING SERVICE	V6400072	5580	5,614.72	5,614.72	00117824
ANAHEIM DISPOSAL	V6400256	5580	1,308.90	1,308.90	00117825
APPLE iPad AND ANDROID	V6411576	5805	7,906.00	7,906.00	00117826
APPROACH LEARNING AND	V6404702	5860	27,811.00	27,811.00	00117827
ARMSTRONG, IAN	V6408439	5220	35.28	35.28	00117828
BADILLO, NOEMI ROSADO	V6410707	5210	259.00	259.00	00117829
BATTING CAGES INC	V6411237	4310 4410	76.00 2,120.00	2,196.00	00117830
BRAINIAC LEARNING	V6411570	5805	420.00	420.00	00117831
BROOKS INSTALLATIONS	V6403919	5610	1,150.00	1,150.00	00117832
CHILD SHUTTLE	V6406415	5870	2,275.00	2,275.00	00117833
CITY OF ANAHEIM	V6400957	5520 5530 5580	100,394.60 4,870.99 3,251.52	108,517.11	00117834
CORREIA, FRANCES	V6401738	5220	70.56	70.56	00117835
DANNIS WOLIVER KELLEY	V6411357	5821	1,213.50	1,213.50	00117836
DHAWAN, SONITA	V6410951	5220	38.36	38.36	00117837
DOCTRINA TUTORING	V6410240	5805	1,311.14	1,311.14	00117838
DONNELLY, DIANE	V6401345	5210	596.88	596.88	00117839
DUCA, JASON	V6407065	5220	47.15	47.15	00117840
EASTBAY	V6407374	4310	1,173.61	1,173.61	00117841
FRIENDLY COMMUNITY OU	V6410239	5805	1,175.00	1,175.00	00117842
GREENS DISCOUNT GLASS	V6409591	4355	306.72	306.72	00117843

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
IMAGE APPAREL FOR BUS	V6402628	4345	91.36	91.36	00117844
LIFE TRENDS GROUP	V6407353	4320	1,502.54	1,502.54	00117845
LUNDQUIST, KATHY	V6402536	5220	201.60	201.60	00117846
OCHOA, JANNET	V6411578	5210	325.00	325.00	00117847
U S BANK	V6406511	4310	486.83	2,782.55	00117848
		4320	596.07		
		5210	1,093.65		
		5880	606.00		
*** CHECK GAP ***					
A U H S D FOOD SERVICE	V6400023	4310	107.25	107.25	00117850
ATCHELE, STEVEN G.	V6407891	5610	125.00	125.00	00117851
ANAHEIM FAMILY YMCA	V6409401	5100	183,251.60	183,251.60	00117852
BELINDA DUNNICK KARGE	V6410918	5805	5,000.00	5,000.00	00117853
COCO PRINTING AND GRA	V6410045	5810	405.00	405.00	00117854
CYPRESS HS	V6405640	5810	9,800.00	9,800.00	00117855
DHK PLUMBING AND PIP	V6409955	5610	1,875.00	1,875.00	00117856
DIEP, JULIE CHAU	V6411572	5810	2,200.00	2,200.00	00117857
ECONO FENCE INC	V6408188	5610	5,085.00	5,085.00	00117858
FARMAN, JUANA	V6406999	5220	99.12	99.12	00117859
FLINN SCIENTIFIC INC	V6401708	4310	156.01	1,171.96	00117860
		4410	1,015.95		
MANNING, MICHAEL	V6403106	5210	364.74	364.74	00117861
MARTINEZ, DEBBIE	V6408279	5220	164.34	164.34	00117862
MARTINEZ, DONOVAN	V6410051	5220	40.88	40.88	00117863

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
MASTERTON, GRACE	V6409613	5210	325.00	325.00	00117864
MATIC, TINA	V6406226	5210	789.09	789.09	00117865
MICHELOTTI, RON	V6404003	5210	216.56	216.56	00117866
MORRIS, KATHY	V6402537	5220	50.96	50.96	00117867
QUENEAU, JANET	V6405658	5220	125.44	125.44	00117868
REALL, JULIEANNE	V6408222	5220	81.65	81.65	00117869
SOUTHERN CALIFORNIA E	V6404370	5520	89,851.22	89,851.22	00117870
STEINBRICK, GAIL	V6408751	5220	126.62	126.62	00117871
VALENZUELA, ANDREA	V6409612	5210	359.96	359.96	00117872
WAGER, DOUG	V6401420	5210	186.00	186.00	00117873
*** CHECK GAP ***					
A U H S D FOOD SERVIC	V6400023	4390	91.80	91.80	00117876
A Z PARTS SALES	V6409623	4385	423.40	423.40	00117877
A1 TRANSMISSION SERVI	V6400030	4370 5610	784.59 977.25	1,761.84	00117878
ABLENET INC.	V6405539	4312	707.13	707.13	00117879
ACOUSTICAL MATERIAL S	V6400070	4355	781.47	781.47	00117880
ADI	V6400095	4355	492.39	492.39	00117881
ADVANCED OFFICE SERVI	V6408685	4320 5610	1,208.47 411.77	1,620.24	00117882
ALVARADO PAINTING, A	V6406348	5610	500.00	500.00	00117883
ANAHEIM DISPOSAL	V6400256	5580	4,834.01	4,834.01	00117884
ATTAINMENT CO. INC.	V6400391	4310	159.33	159.33	00117885

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
ATVANTAGE ATHLETIC TR	V6411449	5805	5,200.00	5,200.00	00117886
AWARDS BY PAUL	V6400412	4320	43.47	43.47	00117887
BEE BUSTERS	V6400472	5610	375.00	375.00	00117888
CHIRIBOGA, SILVIA	V6406735	5220	16.80	16.80	00117889
CHRISTIAN COMPANY INC	V6400919	4355	58.25	58.25	00117890
CITY OF ANAHEIM	V6400957	5530	84.25	84.25	00117891
CONSOLIDATED DISPOSAL	V6401069	5580	6,600.26	6,600.26	00117892
DADDARIO, SARA	V6411580	5210	268.00	268.00	00117893
DISCIPLINA POSITIVA	V6411034	5805	4,000.00	4,000.00	00117894
EBERHARD EQUIPMENT	V6405532	4347	807.28	807.28	00117895
ECONOMY RENTALS INC	V6401478	5620	75.00	75.00	00117896
ELLIOTT, CLAY	V6400977	5210	758.78	758.78	00117897
ELLIOTT, MARYJO	V6408060	5220	75.34	75.34	00117898
FERENCZ, BRYAN	V6410920	5210	340.00	340.00	00117899
GAIL MATERIALS	V6401793	4347 6490	873.01 873.02	1,746.03	00117900
GALE SUPPLY CO	V6401798	9320	2,261.19	2,261.19	00117901
GAS COMPANY, THE	V6404372	5510	47,443.57	47,443.57	00117902
GENERAL INDUSTRIAL TO	V6401833	9320	38.37	38.37	00117903
GILBERT SOUTH ASB	V6407543	5880	80.00	80.00	00117904
GILMAN, GARY R.	V6410259	5810	740.00	740.00	00117905
GOPHER SPORTS EQUIPME	V6401902	4310	255.48	255.48	00117906
GOV CONNECTION	V6406748	4310	3,638.52	3,638.52	00117907

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GRADECAM CORPORATION	V6411543	5880	450.00	450.00	00117908
GRAINGER	V6404982	4355	1,977.67	1,977.67	00117909
GROSSMONT UNION HIGH	V6405455	5210	900.00	900.00	00117910
HAUGE, COREY	V6411514	5220	28.00	28.00	00117911
HIRSCH PIPE AND SUPPL	V6411238	4355	440.64	440.64	00117912
*** VOID CONTINUE *** VOID.CONTINU			0.00	0.00	00117913
HOME DEPOT	V6405234	4355	1,906.10	1,906.10	00117914
HORIZON	V6408259	4347	1,548.85	1,548.85	00117915
HP DIRECT	V6408671	4410 5610 5880	480.00 414.40 352.00	1,246.40	00117916
HT LEARNING CENTER	V6411573	5805	5,050.00	5,050.00	00117917
ICS SERVICE CO.	V6406452	5620	408.00	408.00	00117918
IMAGE APPAREL FOR BUS	V6402628	4345	218.45	218.45	00117919
IMPERIAL PRODUCTS INC	V6402137	4355	289.91	289.91	00117920
INTERLIGHT	V6410996	4310	109.85	109.85	00117921
IPC USA INC.	V6410467	4381 4382	33,278.03 26,001.30	59,279.33	00117922
J.W. PEPPER AND SON I	V6402214	4310	21.79	21.79	00117923
JAUREGUI, JOSE	V6411346	5220	16.07	16.07	00117924
JEYCO PRODUCTS INC	V6402332	9320	705.68	705.68	00117925
JOHNSON CONTROLS	V6406981	5610	2,746.76	2,746.76	00117926
KUTA SOFTWARE	V6409466	4310	122.00	122.00	00117927
LANGUAGE NETWORK INC	V6409301	5810	755.00	755.00	00117928

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
LEE, SANG HU	V6404111	5220	72.24	72.24	00117929
LETTER PERFECT SIGNS	V6402726	4355	48.60	48.60	00117930
LIGHTSPEED TECHNOLOGI	V6409682	4410	1,683.16	1,683.16	00117931
MATCO TECH	V6403024	5610	374.55	374.55	00117932
MC FADDEN DALE HARDWA	V6403056	4355	561.69	561.69	00117933
MEDCO SPORTS MEDICINE	V6405872	4320	385.81	385.81	00117934
MILESTONES FAMILY LEA	V6410243	5805	2,287.50	2,287.50	00117935
MISSION LINEN SUPPLY	V6411115	4388	221.91	221.91	00117936
MOBILE INDUSTRIAL SUP	V6407890	4375	56.00	56.00	00117937
MOORE MEDICAL CORP.	V6403191	4320	105.94	105.94	00117938
MOUSA, LINA	V6410403	5220	45.36	45.36	00117939
PARK, ESTHER	V6411350	5220	22.68	22.68	00117940
PHAM, RICK	V6406082	5220	43.68	43.68	00117941
SMART AND FINAL IRIS	V6404306	4310	121.58	121.58	00117942
VERA, CARLOS	V6408946	5220	50.68	50.68	00117943
WINDHAM, RHONDA	V6411323	5220	61.40	61.40	00117944
*** CHECK GAP ***					
APPLE INC	V6400319	4310	1,303.56	22,488.77	00117946
		4410	21,185.21		
JART DIRECT MAIL SERV	V6402271	5810	4,587.78	4,587.78	00117947
LEADERSHIP ASSOCIATES	V6410667	5810	28,500.00	28,500.00	00117948
STATE BOARD OF EQUALI	V6404444	4381	122.22	659.75	00117949
		4382	537.53		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
STATE BOARD OF EQUALI	V6404444	4382	383.95	383.95	00117950
1 TO 1 ACADEMIC TUTOR	V6411535	5805	1,755.00	1,755.00	00117951
ACOUSTICAL MATERIAL S	V6400070	4355	411.68	411.68	00117952
ALLIANCE ENVIRONMENTA	V6400169	5610	1,780.99	1,780.99	00117953
APPLE INC	V6400319	4310 4410	62.64 3,239.95	3,302.59	00117954
ATVANTAGE ATHLETIC TR	V6411449	5805	650.00	650.00	00117955
CALIFORNIA DEPT. OF J	V6400689	5880	3,988.00	3,988.00	00117956
CITY OF ANAHEIM	V6400957	5520 5530 5580	44,426.98 6,942.39 5,540.19	56,909.56	00117957
CLARK SECURITY PRODUC	V6400966	4355	157.19	157.19	00117958
CLUB Z	V6408640	5805	5,100.33	5,100.33	00117959
COMMUNITY COLLEGE FOU	V6401039	5805	200.00	200.00	00117960
CULVER NEWLIN INC	V6401188	4310 4320	943.49 1,607.04	2,550.53	00117961
EASTRIDGE, SCOTT	V6410579	5210	12.00	12.00	00117962
EXPRESS PIPE AND SUPP	V6401644	4355	28.35	28.35	00117963
FedEx	V6401675	5910	84.26	84.26	00117964
MC KINLEY EQUIPMENT C	V6405952	5610	3,272.20	3,272.20	00117965
MOUNT PLEASANT CAMPUS	V6411428	5860	12,264.00	12,264.00	00117966
NO. 1 TOUCH SCREEN TA	V6411222	5805	170.00	170.00	00117967
OCDE	V6403452	7141	101,810.24	101,810.24	00117968
PANIAGUA, ELISA	V6411585	5220	45.83	45.83	00117969

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
RED ROCK CANYON SCHOO	V6410336	5860	25,834.00	25,834.00	00117970
ROSSIER PARK ELEMENTA	V6404020	5860	4,165.50	4,165.50	00117971
SMART AND FINAL IRIS	V6404306	4310	66.52	66.52	00117972
SOUTH JHS ASB	V6405227	5810	135.00	135.00	00117973
*** CHECK GAP ***					
BEACON DAY SCHOOL	V6409269	5860	24,258.45	24,258.45	00117975
DEL SOL SCHOOL	V6411308	5860	5,440.00	5,440.00	00117976
GANAHL LUMBER CO	V6401804	4355	204.76	204.76	00117977
GLASBY MAINTENANCE SU	V6401863	4347	512.90	512.90	00117978
GOLDEN STATE PAVING C	V6408228	5610	1,000.00	1,000.00	00117979
GOLDEN STATE WATER CO	V6408018	5530	26,903.63	26,903.63	00117980
GOLDEN WEST MEDICAL C	V6401892	5810	452.00	452.00	00117981
GOODWILL INDUSTRIES O	V6400379	5810	124.00	124.00	00117982
GRAINGER	V6404982	4355	83.72	83.72	00117983
GREATER ANAHEIM SELPA	V6401927	5805	16,176.95	16,176.95	00117984
HERNANDEZ, CHARLES	V6411583	5210	539.07	539.07	00117985
HERNANDEZ, JOSE	V6408762	5880	1,020.00	1,020.00	00117986
HOME DEPOT	V6405234	4355	359.00	359.00	00117987
HUISMAN, MATTHEW	V6408438	4320	291.00	291.00	00117988
IMPACT APPLICATIONS I	V6411493	4210	221.00	221.00	00117989
LOPEZ, CYNTHIA D.	V6407771	5220	95.20	95.20	00117990
NEW HAVEN YOUTH AND F	V6407247	5860	3,541.65	3,541.65	00117991

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
*** CHECK GAP ***					
ACOUSTICAL MATERIAL S	V6400070	4355	188.08	188.08	00117993
ACSA'S FOUNDATION FOR	V6400076	5210	500.00	500.00	00117994
ADI	V6400095	4355	597.96	597.96	00117995
ADVANCED READING SOLU	V6410959	5805	1,057.28	1,057.28	00117996
ALLIANCE ENVIRONMENTA	V6400169	5610	1,281.87	1,281.87	00117997
ALVARADO PAINTING, A	V6406348	5610	850.00	850.00	00117998
ANAHEIM UNION HIGH SC	V6400267	5454	36,361.19	36,361.19	00117999
APPROACH LEARNING AND	V6404702	5860	18,624.00	18,624.00	00118000
AWARDS BY PAUL	V6400412	4320	59.40	59.40	00118001
B AND H PHOTO VIDEO I	V6400422	4310 5880	678.24 4,450.00	5,128.24	00118002
B AND M LAWN AND GARD	V6400423	4347	758.95	758.95	00118003
C TECH CONSTRUCTION I	V6410905	5610	576.00	576.00	00118004
C.A.S.H.	V6400650	5210	242.00	242.00	00118005
CALIFORNIA STATE TEAC	V6406204	3101	11,735.60	11,735.60	00118006
CITY OF ANAHEIM	V6400957	5520 5530 5580	18,500.32 1,201.93 2,078.66	21,780.91	00118007
EARNEST, RUSSELL	V6404041	5210	40.00	40.00	00118008
FedEx	V6401675	5910	131.82	131.82	00118009
NASCO MODESTO	V6403253	4310	1,891.12	1,891.12	00118010
NATIONAL SPORTS APPAR	V6411471	4310	1,032.48	1,032.48	00118011
NTH GENERATION COMPUT	V6411156	5810	1,935.00	1,935.00	00118012

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
OCAD ASSOCIATION	V6405541	5880	1,035.00	1,035.00	00118013
ORANGE COUNTY FIRE PR	V6403457	5610	561.60	561.60	00118014
ORVAC ELECTRONICS	V6403479	4355	273.54	273.54	00118015
PARADIGM HEALTHCARE S	V6403536	5810	1,801.95	1,801.95	00118016
PARKHOUSE TIRE INC.	V6403547	4386	640.62	640.62	00118017
PATTERSON MEDICAL	V6404090	4325	118.42	118.42	00118018
RALPHS GROCERY COMPAN	V6403828	4310	86.30	86.30	00118019
REAL, JEANNETTE	V6411176	5220	81.65	81.65	00118020
TUTORINGONE	V6411556	5805	265.20	265.20	00118021
UNITED RENTALS	V6404854	5620	437.07	437.07	00118022
YELLOW CAB OF GREATER	V6405135	5870	1,190.00	1,190.00	00118023
*** CHECK GAP ***					
ABE'S PLUMBING	V6406307	5610	25,000.00	25,000.00	00118026
APPLE LEARNING COMPAN	V6410236	5805	6,149.30	6,149.30	00118027
B AND K ELECTRIC WHOL	V6400623	4355	164.99	164.99	00118028
B AND M LAWN AND GARD	V6400423	4347	222.89	222.89	00118029
BANGKIT USA INC.	V6410523	9320	248.83	248.83	00118030
BAVCO	V6407678	4355	1,811.80	1,811.80	00118031
BAY ALARM COMPANY	V6410926	5610	6,565.00	6,565.00	00118032
BELL PIPE AND SUPPLY	V6400476	4355	13.70	13.70	00118033
BEST BUY BUSINESS ADV	V6408717	4310 4320	431.95 86.39	518.34	00118034
BIG D SUPPLIES	V6400508	4355	36.81	36.81	00118035

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
BIOMETRICS4ALL INC	V6409224	5880	43.50	43.50	00118036
BLACK AND DECKER U S	V6400533	4355	86.74	86.74	00118037
BLICK ART MATERIALS	V6401357	4310	150.59	150.59	00118038
BREWER QUILTING AND S	V6402777	9320	520.50	520.50	00118039
BSN SPORTS	V6400615	4310	251.64	251.64	00118040
BUSWEST LLC	V6407892	4376	797.99	797.99	00118041
CALIFORNIA CUSHION CO	V6411382	4355	110.16	110.16	00118042
CAMERON WELDING SUPPL	V6400741	4310 4355	30.94 30.94	61.88	00118043
CCS PRESENTATION SYST	V6406933	4410	1,054.08	1,054.08	00118044
CDW GOVERNMENT INC.	V6400819	4310	2,592.00	2,592.00	00118045
CEMEX	V6404364	4347	1,703.26	1,703.26	00118046
CITY AUTO TOP	V6400953	5610	102.32	102.32	00118047
CLARK SECURITY PRODUC	V6400966	4355	803.95	803.95	00118048
COLLEGE BOARD	V6401012	4310	67,651.50	67,651.50	00118049
CONTINENTAL CHEMICAL	V6409578	9320	3,186.00	3,186.00	00118050
CRYSTAL GLASS AND MIR	V6401153	4355	929.77	929.77	00118051
EICHENAUER, MICHELLE	V6408667	5210	73.79	73.79	00118052
*** VOID CONTINUE ***	VOID.CONTINU		0.00	0.00	00118053
FENN TERMITE AND PEST	V6401679	5610	1,621.00	1,621.00	00118054
FUTURE STARS TUTORING	V6410963	5805	5,468.70	5,468.70	00118055
GANAHL LUMBER CO	V6401804	4355	186.48	186.48	00118056
GLASBY MAINTENANCE SU	V6401863	9320	813.24	813.24	00118057

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GOPHER SPORTS EQUIPME	V6401902	4310	2,472.69	2,472.69	00118058
GRAINGER	V6404982	4355	9.58	9.58	00118059
GROVE, KELLY A.	V6409563	5220	56.00	56.00	00118060
HOME DEPOT	V6405234	4347 4355	190.83 1,751.47	1,942.30	00118061
HORIZON	V6408259	4347	409.05	409.05	00118062
NAVANCE INC.	V6409209	5880	10,793.00	10,793.00	00118063
NICOLE MILLER AND ASS	V6411341	5810	3,500.00	3,500.00	00118064
ORANGE COUNTY PUBLIC	V6411157	5810	6,541.00	6,541.00	00118065
PACIFIC AUDIOLOGICS	V6406874	5810	11,425.00	11,425.00	00118066
PACIFIC COAST SPEECH	V6410543	5805	13,148.00	13,148.00	00118067
PARKER AND COVERT LLP	V6403544	5821	15,669.56	15,669.56	00118068
PEARSON EDUCATION	V6403609	4150	14,403.61	14,403.61	00118069
PEARSON EDUCATION	V6403609	4150	5,429.72	5,429.72	00118070
PESI PREMIER EDUCATI	V6409156	5210	199.99	199.99	00118071
PIONEER CHEMICAL CO	V6403672	9320	3,144.96	3,144.96	00118072
PIPS	V6407384	3601 3602	222,751.43 74,250.48	297,001.91	00118073
PITSCO INC.	V6403679	4310	2,209.16	2,209.16	00118074
PRAXAIR	V6403719	4355	33.07	33.07	00118075
PRO ED INC.	V6403756	4333	84.65	84.65	00118076
REFRIGERATION SUPPLIE	V6403873	4347	205.67	205.67	00118077
IMAGE APPAREL FOR BUS	V6402628	4345 4355	267.03 193.04	460.07	00118078

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
INTERLIGHT	V6410996	4310	294.91	294.91	00118079
JACKSONS A S BREA	V6406346	4347	334.70	334.70	00118080
JOSTENS	V6402437	4320	3,193.32	3,193.32	00118081
KEMP, CHRISTINE	V6400923	5220	152.04	152.04	00118082
KNORR SYSTEMS	V6402610	4347	869.40	869.40	00118083
KONICA MINOLTA BUSINE	V6403156	5620	3,726.72	3,726.72	00118084
LAIOLA, JIM	V6402340	5610	325.00	325.00	00118085
MAGNOLIA HIGH SCHOOL	V6402920	5810	1,578.00	1,578.00	00118086
MILLER, DALE	V6411365	5210	175.00	175.00	00118087
MUSIC AND ARTS CENTER	V6411397	4310	377.35	377.35	00118088
NGO, LUCIE HOANG	V6411492	5220	350.30	350.30	00118089
PINEDA'S NURSERY INC	V6403670	4347	600.75	600.75	00118090
POOL SUPPLY OF ORANGE	V6403700	4410	5,269.20	5,269.20	00118091
RALPHS GROCERY COMPAN	V6403828	4310	61.56	61.56	00118092
RJ COOPER	V6411550	4320	1,319.40	1,319.40	00118093
ROAD AMERICA INC	V6403955	4375	77.36	77.36	00118094
RS ROOFING	V6410610	5610	5,710.00	5,710.00	00118095
RUSSELL SIGLER INC.	V6410420	4347	587.00	587.00	00118096
SOUTH JHS ASB	V6405227	5810	125.00	125.00	00118097
GANAHL LUMBER CO	V6401804	4355	663.77	663.77	00118098
GHATAODE BANNON ARCHI	V6408656	6212	75,000.00	75,000.00	00118099
GILBERT SOUTH ASB	V6407543	5880	240.00	240.00	00118100

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
GLASBY MAINTENANCE SU	V6401863	4347	1,519.07	1,519.07	00118101
GOLDEN STATE PAVING C	V6408228	5610	850.00	850.00	00118102
GRAINGER	V6404982	4355	370.43	370.43	00118103
HERITAGE SCHOOL	V6402041	5860	23,196.00	23,196.00	00118104
HOLLIS, PAM	V6409753	5210	35.00	35.00	00118105
HOME DEPOT	V6405234	4347 4355	96.39 609.53	705.92	00118106
HP DIRECT	V6408671	4310 4410 5880	13,320.00 810.00 16.00	14,146.00	00118107
IPEVO	V6411577	4310	480.60	480.60	00118108
IXL	V6410650	5880	199.00	199.00	00118109
JOHN DEERE LANDSCAPES	V6409795	4347	418.19	418.19	00118110
LEARNING PARTNERS INC	V6410245	5805	2,194.79	2,194.79	00118111
LEONARD CHAIDEZ TREE	V6402714	5610	2,140.00	2,140.00	00118112
LINDY OFFICE PRODUCTS	V6411539	9320	642.82	642.82	00118113
PC MALL GOV	V6403599	4310	11,678.86	11,678.86	00118114
A AND W ELECTRIC MOTO	V6400015	5610	298.78	298.78	00118115
A BETTER TOMORROW EDU	V6411565	5805	698.49	698.49	00118116
ABLE	V6410583	5805	990.00	990.00	00118117
ACES	V6409808	5860	1,355.00	1,355.00	00118118
ALLIANCE ENVIRONMENTA	V6400169	5610	4,778.60	4,778.60	00118119
ALVARADO PAINTING, A	V6406348	5610	550.00	550.00	00118120
AP BY THE SEA	V6406743	5210	1,480.00	1,480.00	00118121

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
APPLE INC	V6400319	4310 4410	106.92 357.00	463.92	00118122
B AND M LAWN AND GARD	V6400423	4347	195.74	195.74	00118123
BELLWOOD, CHRISTINE	V6411171	5210	35.00	35.00	00118124
BEST CONTRACTING SERV	V6409909	5610	3,271.00	3,271.00	00118125
BIG D SUPPLIES	V6400508	4355	60.33	60.33	00118126
BLACK AND DECKER U S	V6400533	4355	20.25	20.25	00118127
BOBCAT OF CERRITOS IN	V6410676	4347	2,545.80	2,545.80	00118128
BREWER QUILTING AND S	V6402777	9320	229.50	229.50	00118129
CALIFORNIA COMMERCIAL	V6400682	4355	106.93	106.93	00118130
CALIFORNIA SCHOOL MAN	V6409922	5810	2,300.00	2,300.00	00118131
CART MAN INC, THE	V6404668	5610	223.82	223.82	00118132
CATHEDRAL HOME FOR CH	V6407473	5860	14,054.00	14,054.00	00118133
CEMEX	V6404364	4347	3,511.44	3,511.44	00118134
CHOURA EVENTS	V6410603	5620	2,874.47	2,874.47	00118135
CINTAS DOCUMENT MANAG	V6411124	5810	510.00	510.00	00118136
CITY OF BUENA PARK	V6400958	5530	2,306.74	2,306.74	00118137
CLARK SECURITY PRODUC	V6400966	4355	301.58	301.58	00118138
CLT COMPUTER MWAIVE.CO	V6410378	4310	117.91	117.91	00118139
COMPREHENSIVE DRUG TE	V6410899	5810	875.00	875.00	00118140
CONCEPTS SCHOOL AND O	V6410345	4310	576.72	576.72	00118141
CONNELY, YULIANA	V6410771	5220	21.56	21.56	00118142
CRYSTAL GLASS AND MIR	V6401153	4355	518.79	518.79	00118143

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
CTEBVI ANNUAL CONFERE	V6411588	5210	600.00	600.00	00118144
DHK PLUMBING AND PIP	V6409955	5610	2,545.00	2,545.00	00118145
DISCIPLINA POSITIVA	V6411034	5805	4,000.00	4,000.00	00118146
FedEx	V6401675	5910	118.22	118.22	00118147
FENN TERMITE AND PEST	V6401679	5610	380.00	380.00	00118148
GLASBY MAINTENANCE SU	V6401863	4347	121.71	121.71	00118149
HECT (HOME ECONOMICS	V6411587	5210	405.00	405.00	00118150
HOME DEPOT	V6405234	4320	83.95	83.95	00118151
IMMIXTECHNOLOGY INC	V6411546	5610 5880	757.62 3,599.47	4,357.09	00118152
JACKSONS A S BREA	V6406346	4347	63.88	63.88	00118153
JONES READING AND MAT	V6411568	5805	780.00	780.00	00118154
JOSTENS	V6402437	4320	1,369.65	1,369.65	00118155
KNORR SYSTEMS	V6402610	4347	7,619.00	7,619.00	00118156
LENOVO UNITED STATES	V6411547	4310 4410	991.61 5,611.93	6,603.54	00118157
M L FILTERS	V6411316	4347	2,524.21	2,524.21	00118158
MATHWIZ	V6411529	5805	1,122.00	1,122.00	00118159
MISSION LINEN SUPPLY	V6411115	4388	257.04	257.04	00118160
NO. 1 ACADEMIA DE SER	V6411249	5805	3,680.00	3,680.00	00118161
NO. 1 EDUCANDO CON TA	V6411530	5805	3,720.00	3,720.00	00118162
NO. 1 TOUCH SCREEN TA	V6411222	5805	170.00	170.00	00118163
OFFICE DEPOT	V6403421	4320	77.18	77.18	00118164

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
PACIFIC COAST SPEECH	V6410543	5805	16,218.75	16,218.75	00118165
RANDOM HOUSE INC.	V6403835	4210	362.88	362.88	00118166
REFRIGERATION SUPPLIE	V6403873	4347	845.84	845.84	00118167
RELIABLE OFFICE SOLUT	V6403889	9320	4,529.34	4,529.34	00118168
RS ROOFING	V6410610	5610	2,175.00	2,175.00	00118169
SAFETY KLEEN	V6404072	5610	279.48	279.48	00118170
SARKISSIAN, CAROL	V6409646	5210	625.52	625.52	00118171
SCHOOL BUS PARTS	V6404157	4385	956.87	956.87	00118172
SCHOOL OUTFITTERS	V6408379	4310	74.23	74.23	00118173
SCHOOL SERVICES OF CA	V6404171	5210	1,400.00	1,400.00	00118174
SCHOOL SPECIALTY INC	V6404173	4320 9320	41.37 1,093.50	1,134.87	00118175
SCHORR METALS INC	V6404179	4355	1,972.76	1,972.76	00118176
SDSU RESEARCH FOUNDAT	V6408320	5210	395.00	395.00	00118177
SEHI COMPUTER PRODUCT	V6404221	4310	102.17	102.17	00118178
SHIELD FIRE PROTECTIO	V6410947	5610	250.00	250.00	00118179
SILVER KITE	V6410925	4310	111.61	111.61	00118180
SMART AND FINAL IRIS	V6404306	4310	2,068.66	2,068.66	00118181
SO CAL OFFICE TECHNOL	V6406339	5620	496.80	496.80	00118182
SOUTH COAST BOBCAT IN	V6408673	4347 5880	390.81 900.00	1,290.81	00118183
SOUTHPAW ENTERPRISES	V6404380	4310	102.60	102.60	00118184
SPICERS PAPER INC	V6404405	4320	1,749.60	1,749.60	00118185

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
SPOT COOLERS	V6411074	5620	550.80	550.80	00118186
STAPLES ADVANTAGE	V6410116	4310	48.47	48.47	00118187
STATER BROS	V6407496	4310	20.36	20.36	00118188
STERICYLE COMMUNICATI	V6411455	5918	851.00	851.00	00118189
SUPPLYMASTER	V6404538	4320	590.38	590.38	00118190
SWEETWATER	V6409201	5880	2,850.00	2,850.00	00118191
TOTAL EDUCATION SOLUT	V6409871	5805	137.50	137.50	00118192
UNITED PARCEL SERVICE	V6408429	5910	196.46	196.46	00118193
VALUETINA PIZZA COMPA	V6410252	4310	183.00	183.00	00118194
VILLMER, PAULA	V6410695	5210	35.00	35.00	00118195
*** CHECK GAP ***					
1 ON 1 LEARNING WITH	V6410581	5805	38,090.90	38,090.90	00118197
ACCUVANT INC.	V6410702	5610	19,075.31	19,075.31	00118198
BANK OF AMERICA ACCOU	V6407184	5880	47,802.35	47,802.35	00118199
CRONIN, MARY	V6411571	5210	2,311.01	2,311.01	00118200
JEYCO PRODUCTS INC	V6402332	9320	5,924.58	5,924.58	00118201
ORANGE COUNTY TRANSIT	V6406414	4310 5880	-7.00 14,549.25	14,542.25	00118202
STUDENTNEST INC.dba S	V6410965	5805	70,626.40	70,626.40	00118203
STUTTZ ARTIANO SHINOFF	V6408054	5821	8,832.28	8,832.28	00118204

TOTAL FOR FUND: 0101 GENERAL FUND 2,411,415.24

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
		Object	Object Total		
		3101	11,735.60		
		3601	222,751.43		
		3602	74,250.48		
		4150	19,833.33		
		4210	583.88		
		4310	129,341.51		
		4312	707.13		
		4320	16,023.53		
		4325	118.42		
		4333	84.65		
		4345	576.84		
		4347	32,055.04		
		4355	38,401.16		
		4370	1,121.88		
		4375	733.27		
		4376	1,469.73		
		4381	33,400.25		
		4382	51,836.08		
		4385	2,438.34		
		4386	640.62		
		4387	87.19		
		4388	478.95		
		4390	91.80		
		4410	144,017.62		
		5100	183,251.60		
		5210	17,562.80		
		5220	2,316.79		
		5454	36,361.19		
		5510	48,024.24		
		5520	296,718.69		
		5530	47,336.83		
		5580	34,337.91		
		5610	102,311.64		
		5620	14,459.83		
		5805	239,866.52		
		5810	79,249.73		
		5821	25,715.34		
		5860	160,543.60		
		5870	3,465.00		
		5880	109,219.57		
		5910	530.76		
		5918	851.00		

FUND: 0101 GENERAL FUND

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
	6212		75,000.00		
	6490		873.02		
	7141		101,810.24		
	9320		48,830.21		
TOTAL FOR FUND: 0101 GENERAL FUND			2,411,415.24		

Total Number Of Checks Printed: 435
Number Of Void Checks Printed: 2
Number Of Actual Checks Printed: 433

FUND: 6768 INS-WCI				
Vendor Name	Vendor ID	Object	Amount	Check Amt
*** CHECK GAP ***				
AUHSD	V6400400	5890	10,251.64	10,251.64
00118024				
TOTAL FOR FUND: 6768 INS-WCI 10,251.64				

Object	Object Total
5890	10,251.64
TOTAL FOR FUND: 6768 INS-WCI 10,251.64	

Total Number Of Checks Printed: 1
Number Of Void Checks Printed: 0
Number Of Actual Checks Printed: 1

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
EXPRESS SCRIPTS INC.	V6410974	5895	178.35	178.35	00117807
				*** CHECK GAP ***	
CALIFORNIA SCHOOLS DE	V6405368	5892	246,391.00	246,391.00	00117849
				*** CHECK GAP ***	
BENISTAR HARTFORD	V6410980	5466	77,661.47	77,661.47	00117874
EXPRESS SCRIPTS INC.	V6410974	5895	73,901.34	73,901.34	00117875
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	84,384.48	84,384.48	00117974
				*** CHECK GAP ***	
GALLAGHER BENEFIT SER	V6408675	5812	11,000.00	11,000.00	00117992
				*** CHECK GAP ***	
AUHSD	V6400400	5891	1,306,188.30	1,306,188.30	00118025
				*** CHECK GAP ***	
EXPRESS SCRIPTS INC.	V6410974	5895	90,144.54	90,144.54	00118196
				*** CHECK GAP ***	
PINNACLE CLAIMS MANAG	V6409946	5812	165,688.79	165,688.79	00118205

TOTAL FOR FUND: 6769 INS - H&W 2,055,538.27

FUND: 6769 INS - H&W

Vendor Name	Vendor ID	Object	Object	Amount	Check Amt	CK #
		Object	Object Total			
		5466	77,661.47			
		5812	176,688.79			
		5891	1,306,188.30			
		5892	246,391.00			
		5895	248,608.71			
TOTAL FOR FUND: 6769 INS - H&W			2,055,538.27			

Total Number Of Checks Printed: 9

Number Of Void Checks Printed: 0

Number Of Actual Checks Printed: 9

ANAHEIM UHSD 04/29/14 Vendor Check Register
TUE, APR 29, 2014, 9:18 AM --req: KORR-----leg: 64 -----loc: 64FISCAL--job: 13913256 #J153--prog: CK517 <1.01>--report id: CKRECSOC

FUND: 7676 WARRANT/PASSTHRU

Vendor Name	Vendor ID	Object	Amount	Check Amt	CK #
*** CHECK GAP ***					
GREATER ANAHEIM SELPA V6401927		9620	303,121.00	303,121.00	00117945
*** CHECK GAP ***					
GREATER ANAHEIM SELPA V6401927		9620	203,028.00	203,028.00	00118206
TOTAL FOR FUND: 7676 WARRANT/PASSTHRU			506,149.00		

Object	Object Total
9620	506,149.00
TOTAL FOR FUND: 7676 WARRANT/PASSTHRU	
506,149.00	

Total Number Of Checks Printed: 2
Number Of Void Checks Printed: 0
Number Of Actual Checks Printed: 2

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H64A0228	APPLE IPAD AND ANDROID TABLET	28,197.00	28,197.00	0153381610 5805	SP/TITLE I-SES PROVIDERS/INSTR /
H64A0229	OCDE	1,500.00	1,500.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSE;
H64A0230	BEACON DAY SCHOOL	28,261.32	28,261.32	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
H64A0231	COLLEGE BOARD	67,651.50	67,651.50	0153000821 4310	SP PR/LCFF-SUPPLEMENTAL/SUPV /
H64A0232	ROSSIER PARK SCHOOL	16,465.65	16,465.65	0119285018 5860	SYS/SE NPS/SEV / NONPUBLIC SCHOOLS
H64C0288	COLLEGE BOARD, THE	430.00	430.00	0124381010 5210	LO/TITLE I/INSTRUCTIONAL / TRAVEL AND
H64C0314	SCHOOL SERVICES OF CALIFORNIA	350.00	175.00	0107107072 5210	ACCTG /GENL ADM / TRAVEL AND CONFERENCE
			175.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND
H64C0319	C.A.S.H.	242.00	242.00	0156156072 5210	FACILITIES/GENL ADM / TRAVEL AND
H64C0339	CTEBVI ANNUAL CONFERENCE	660.00	660.00	0119283011 5210	SYS/INSTR / TRAVEL AND CONFERENCE
H64C0344	SIGNATURE FLOORING INC.	2,495.00	2,495.00	0128233081 5610	CY/FLOOR/MO / REPAIRS/MAINT - O/S SERVICES
H64C0345	DHK PLUMBING AND PIPING	1,500.00	1,500.00	0169239081 5610	TRIDENT/PLUMB/MO / REPAIRS/MAINT - O/S
H64C0346	GOLDEN STATE PAVING CO INC	1,000.00	1,000.00	0123238081 5610	SA/PAVING/MO / REPAIRS/MAINT - O/S SERVICES
H64C0347	RS ROOFING	2,210.00	2,210.00	0127241081 5610	KE/ROOF/MO / REPAIRS/MAINT - O/S SERVICES
H64C0348	GOLDEN STATE PAVING CO INC	3,311.00	3,311.00	0127238081 5610	KE/PAVING/MO / REPAIRS/MAINT - O/S SERVICES
H64C0349	RS ROOFING	3,500.00	3,500.00	0150241081 5610	ADMIN/ROOF/MO / REPAIRS/MAINT - O/S SERVIC
H64C0350	ALVARADO PAINTING, A	900.00	500.00	0123237081 5610	SA/PAINT/MO / REPAIRS/MAINT - O/S SERVICES
			400.00	0131237081 5610	BR/PAINT/MO / REPAIRS/MAINT - O/S SERVICES
H64C0351	TEK TIME SYSTEMS INC	30.72	30.72	0144236081 4355	LEXINGTON/LOCKS/MAINT / MAINTENANCE
H64C0354	GOLDEN STATE PAVING CO INC	850.00	850.00	0124238081 5610	LOARA/PAVING/MO / REPAIRS/MAINT - O/S
H64C0357	C TECH CONSTRUCTION INC.	576.00	576.00	0128230081 5610	CY/GENERAL/MO / REPAIRS/MAINT - O/S SERVIC
H64C0358	DHK PLUMBING AND PIPING	800.00	800.00	0138239081 5610	BALL/PLUMB/MO / REPAIRS/MAINT - O/S SERVIC
H64C0359	A AND V CONTRACTORS INC.	1,975.00	1,975.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVIC
H64C0360	MC KINLEY EQUIPMENT CORP.	500.00	500.00	0120230081 5610	ANAHEIM/GENERAL/MO / REPAIRS/MAINT - O/S

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64C0361	JOHNSON CONTROLS	5,838.00	5,838.00	0110235081 5610	MAINTENANCE/HVAC/MO / REPAIRS/MAINT - O/S
H64C0362	DAVE BANG ASSOCIATES INC	639.55	639.55	0138230081 5610	BALL/GENERAL/MO / REPAIRS/MAINT - O/S
H64C0363	ALVARADO PAINTING, A	400.00	400.00	0128237081 5610	CY/PAINT/MO / REPAIRS/MAINT - O/S SERVICES
H64C0364	ORRAVAN MECHANICAL	1,080.00	1,080.00	01502335081 5610	ADMIN/HVAC/MO / REPAIRS/MAINT - O/S SERVICE
H64C0365	SIMPLEXGRINNELL	800.00	800.00	0121231081 5610	WESTERN/ELECTRIC/MO / REPAIRS/MAINT - O/S
H64C0366	C TECH CONSTRUCTION INC.	455.00	455.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICE
H64C0368	ORRAVAN MECHANICAL	1,680.00	720.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICE
			480.00	0134235081 5610	W A/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
			480.00	0144235081 5610	LEX/HVAC/MO / REPAIRS/MAINT - O/S SERVICES
H64C0369	ROMO'S CONCRETE SERVICES INC.	455.00	455.00	0127230081 5610	KE/GENERAL/MO / REPAIRS/MAINT - O/S SERVICE
H64R1247	GOPHER SPORTS EQUIPMENT	2,063.90	2,063.90	0120027010 4310	ANAHEIM/PHYS ED/INSTR / INSTRUCTIONAL MA
H64R1249	WENGER CORP	7,442.64	7,442.64	0121000010 4310	WESTERN/INSTR / INSTRUCTIONAL MATL &
H64R1250	BEST CONTRACTING SERVICES INC.	1,827.00	1,827.00	0121000081 5610	WESTERN/MO / REPAIRS/MAINT - O/S SERVICES
H64R1251	A U H S D FOOD SERVICE DEPT	2,047.00	2,047.00	0111220081 5880	OPERATIONS - GENERAL / OTHER OPERATING
H64R1252	B AND M LAWN AND GARDEN INC	3,248.96	23.76	0128028010 4410	CY/ATHLET/INSTR / EQUIPMENT -
			3,225.20	0128028081 4410	CY/ATHLET/INSTR / EQUIPMENT -
H64R1253	SOUTHPAW ENTERPRISES	109.80	109.80	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
H64R1254	SCHOOL SPECIALTY INC	54.32	54.32	0147257081 4320	SEVER HDCP/MO/SEV / OTHER OFFICE/MISC
H64R1255	EAI EDUCATION	569.72	569.72	0144425010 4310	LEX/COMMON CORE/ISNTR / INSTRUCTIONAL
H64R1256	HOPKINS FULFILLMENT SERVICES	2,478.00	2,478.00	0117370510 4210	CaMSP-COHORT 10/INSTR / BOOKS AND
H64R1257	ASCD	1,978.86	1,978.86	0117370510 4210	CaMSP-COHORT 10/INSTR / BOOKS AND
H64R1258	EAI EDUCATION	569.72	569.72	0135425010 4310	DA/COMMON CONRE/INSTR / INSTRUCTIONAL
H64R1259	EAI EDUCATION	569.72	569.72	0137425010 4310	SY/COMMON CORE/INSTR / INSTRUCTIONAL MA
H64R1260	EAI EDUCATION	569.72	569.72	0132425010 4310	OR/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1261	EAI EDUCATION	569.72	569.72	0140425010 4310	SO/COMMON CORE/INSTR / INSTRUCTIONAL MA

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1262	PEAP	177.00	177.00	0132140027 4320	OR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
H64R1263	EAI EDUCATION	569.72	569.72	0138425010 4310	BA/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1264	EAI EDUCATION	569.72	569.72	0131425010 4310	BR/COMMON CORE/INSTR / INSTRUCTIONAL MA
H64R1265	EAI EDUCATION	569.72	569.72	0134425010 4310	WA/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1267	NASCO MODESTO	79.64	79.64	0144425010 4310	LEX/COMMON CORE/ISNTR / INSTRUCTIONAL
H64R1268	NASCO MODESTO	79.64	79.64	0135425010 4310	DA/COMMON CONRE/INSTR / INSTRUCTIONAL
H64R1269	NASCO MODESTO	79.64	79.64	0137425010 4310	SY/COMMON CORE/INSTR / INSTRUCTIONAL MA
H64R1270	NASCO MODESTO	79.64	79.64	0132425010 4310	OR/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1271	NASCO MODESTO	79.64	79.64	0140425010 4310	SO/COMMON CORE/INSTR / INSTRUCTIONAL MA
H64R1272	NASCO MODESTO	79.64	79.64	0138425010 4310	BA/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1273	NASCO MODESTO	79.64	79.64	0131425010 4310	BR/COMMON CORE/INSTR / INSTRUCTIONAL MA
H64R1274	NASCO MODESTO	79.64	79.64	0134425010 4310	WA/COMMON CORE/INSTR / INSTRUCTIONAL
H64R1275	PRO ED INC.	1,178.82	1,178.82	0119283232 4310	SYS/PSYCH / INSTRUCTIONAL MATL & SUPPLIES
H64R1276	MUSIC AND ARTS CENTERS	265.30	265.30	0121007010 4310	WESTERN/INS MUS/INSTR / INSTRUCTIONAL MA
H64R1277	JONES SCHOOL SUPPLY	139.78	139.78	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
H64R1278	JONES SCHOOL SUPPLY	105.40	105.40	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
H64R1279	MACKIN LIBRARY MEDIA	7,000.00	7,000.00	0124381024 4210	LOARA/TITLE I/L M T / BOOKS AND REFERENCE
H64R1280	MACKIN LIBRARY MEDIA	8,500.00	8,500.00	0123381010 4210	SA/TITLE I/INSTR / BOOKS AND REFERENCE
H64R1281	MACKIN LIBRARY MEDIA	4,200.00	3,000.00	0132000810 4210	OR/LCFF-SUPPLENEMTAL/INSTR / BOOKS AND
			800.00	0132001024 4210	LIBRARY / BOOKS AND REFERENCE MATERIAL
			400.00	0132381010 4210	OR/ECIA1/INSTR / BOOKS AND REFERENCE
H64R1282	OFFICE DEPOT	810.76	810.76	0135381010 4310	DALE/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64R1283	OFFICE DEPOT	103.89	103.89	0122257511 4310	EMOTION DISTRB/SE SEP CL/SEV /
H64R1284	WHY TRY INC.	1,245.84	645.84	0146381010 4310	CDS/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1284	*** CONTINUED ***				
H64R1285	MACKIN LIBRARY MEDIA	10,000.00	600.00	0146381010 5210	CDS/TITLE I/INSTRUCTIONAL / TRAVEL AND
H64R1286	MACKIN LIBRARY MEDIA	703.00	10,000.00	0140381010 4210	SOUTH/ECIA1/INSTR / BOOKS AND REFERENCE
H64R1287	OFFICE DEPOT	285.12	703.00	0144000024 4210	LEX /L M T / BOOKS AND REFERENCE MATERIAL
H64R1288	OFFICE DEPOT	145.40	285.12	0125000010 4310	KA/INSTR / INSTRUCTIONAL MATL & SUPPLIES
H64R1289	NASCO MODESTO	217.44	145.40	0140272511 4310	SO/AUTISM/SE SEP CL/SEV / INSTRUCTIONAL
H64R1290	NASCO MODESTO	2,214.28	217.44	0135381010 4310	DALE/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64R1291	PRIDE LAUNDRY	6,096.16	2,214.28	0140005010 4310	SOUTH/ART/INSTR / INSTRUCTIONAL MATL &
H64R1292	EDHELPER	299.85	384.48	0121000010 4310	WESTERN/INSTR / INSTRUCTIONAL MATL &
H64R1293	SOTOZ SPORTS	324.00	5,711.68	0121000010 4410	WESTERN/INSTR / EQUIPMENT -
H64R1294	SCHOOL NURSE SUPPLY INC	112.52	299.85	0120000810 5880	AN/LCFF-SUPPLEMENTAL/INSTR / OTHER
H64R1295	BARNES AND NOBLE	378.00	324.00	0120487010 4310	MULTIMEDIA COMPUTER TECH/INST /
H64R1296	BARNES AND NOBLE	2,897.86	112.52	0138137034 4320	HEALTH SERVICES / OTHER OFFICE/MISC
H64R1297	JUNIOR LIBRARY GUILD	3,223.80	378.00	0153399010 4210	TITLE II IMPR TCHR QUAL - ED / BOOKS AND
H64R1298	ECONOMY RENTALS INC	245.92	2,897.86	0153399010 4210	TITLE II IMPR TCHR QUAL - ED / BOOKS AND
H64R1299	FLINN SCIENTIFIC INC	2,425.40	3,223.80	0138381010 4210	BALL/ECIA1/INSTR / BOOKS AND REFERENCE
H64R1300	ORANGE COUNTY TRANSIT AUTHORIT	1,190.70	245.92	0138140027 5620	BALL/SCH ADM/SCH ADM / RENTALS/OPERATI
H64R1301	GLASBY MAINTENANCE SUPPLY CO.	1,162.08	2,425.40	0120032010 4310	ANAHEIM/BIOLOGY/INSTR / INSTRUCTIONAL
H64R1302	PITSCO INC.	499.23	1,190.70	0147257011 4320	SEVER HDCP/SE SEP CL/SEV / OTHER OFFICE/MIS
H64R1303	LRP PUBLICATIONS	334.50	1,162.08	0135000081 4347	DALE/MO / OPERATIONS SUPPLIES - MISC
H64R1304	SILVER KITE	111.60	499.23	0138000010 4310	BALL/INSTR / INSTRUCTIONAL MATL & SUPPLIE
H64R1305	ELLISON EDUCATIONAL EQUIP.INC.	488.70	334.50	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			111.60	0119283011 4310	SYS/INSTR / INSTRUCTIONAL MATL & SUPPLIES
			488.70	0132001024 4315	LIBRARY / LIBRARY/MEDIA/TECH SUPPLIES

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1306	SCHOOL HEALTH CORPORATION	52.38	52.38	0125000034 4320	KA/HEALTH / OTHER OFFICE/MISC SUPPLIES
H64R1307	CULLIGAN OF ORANGE COUNTY	388.00	388.00	0125031010 4310	KA/CHEM/INSTR / INSTRUCTIONAL MATL &
H64R1308	ROYCE ROLLS RINGER CO.	496.26	496.26	0121000081 4347	WESTERN/MO / OPERATIONS SUPPLIES - MISC
H64R1309	ASSOCIATED BUSINESS PRODUCTS	866.85	516.85 350.00	0128000031 4410 0128000033 4410	CY/GUID / EQUIPMENT - NON-CAPITALIZED CY/ATTN / EQUIPMENT - NON-CAPITALIZED
H64R1310	WARD'S NATURAL SCIENCE EST	5,347.08	5,347.08	0128030010 4410	CYPRESS/BIOLOGY/INSTRUCTIONAL / EQUIPMEI
H64R1311	TCI	1,015.00	1,015.00	0131381010 4310	BR/ECIAI/INSTR / INSTRUCTIONAL MATL &
H64R1312	SCHOOL SPECIALTY INC	480.02	198.27 281.75	0131140027 4320 0131261012 4310	BR/SCH ADM/SCH ADM / OTHER OFFICE/MISC SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONA
H64R1313	SCHOOLSIN	1,014.36	1,014.36	01250000810 4310	KA/LCFF-SUPPLEMENTAL/INSTR / INSTRUCTION
H64R1314	SCHOOL OUTFITTERS	74.23	74.23	0124381010 4310	LO/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL
H64R1315	NASCO MODESTO	492.86	492.86	0120903510 4310	AN/OCDE-TUPE GRANT/INSTR / INSTRUCTIONAL
H64R1316	STAPLES ADVANTAGE	272.80	272.80	0128261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONA
H64R1317	GOPHER SPORTS EQUIPMENT	955.97	955.97	0144054040 4310	LEX/AFTSCHL/ANCIL / INSTRUCTIONAL MATL &
H64R1318	AERIES SOFTWARE INC. DBA EAGLE	200.00	200.00	0108108077 5210	INFO SYSTEM/DP / TRAVEL AND CONFERENCE
H64R1319	MOREY'S MUSIC STORE	757.57	757.57	0121007010 4310	WESTERN/INS MUS/INSTR / INSTRUCTIONAL MA
H64R1320	M L FILTERS	1,093.82	1,093.82	0110235081 4347	MAINTENANCE/HVAC/MO / OPERATIONS SUPPLI
H64R1321	PITSCO INC.	145.00	145.00	0125035010 4310	KA/PHYSICS/INSTR / INSTRUCTIONAL MATL &
H64R1322	NASCO MODESTO	345.21	345.21	0120005010 4310	ANAHEIM/ART/INSTR / INSTRUCTIONAL MATL &
H64R1323	SCHOOL SPECIALTY INC	543.95	543.95	0140252011 4310	SO/MILD MODERATE/SE SEP CL/NSE /
H64R1324	LAGUNA CLAY CO.	420.48	420.48	0120005010 4310	ANAHEIM/ART/INSTR / INSTRUCTIONAL MATL &
H64R1325	FLINN SCIENTIFIC INC	36.07	36.07	0131261012 4310	SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONA
H64R1326	FLINN SCIENTIFIC INC	119.67	119.67	0121032010 4310	WESTERN/BIOLOGY/INSTR / INSTRUCTIONAL
H64R1327	CULVER NEWLIN INC	6,698.76	6,698.76	0121000010 4310	WESTERN/INSTR / INSTRUCTIONAL MATL &

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1328	SCHOOL SERVICES OF CALIFORNIA	1,050.00	175.00	0102102071 5210	SUPT/BRD SUPT / TRAVEL AND CONFERENCE
			175.00	0106106072 5210	BUSINESS/GENL ADM / TRAVEL AND CONFERENCE
			175.00	0107107072 5210	ACCTG /GENL ADM / TRAVEL AND CONFERENCE
			175.00	0115115021 5210	EDUCATION/SUPV INST / TRAVEL AND
			175.00	0153381021 5210	SP PR ADM/ECIA1/SUPV INST / TRAVEL AND
			175.00	0155155072 5210	BUSINESS/ GENL ADM / TRAVEL AND
H64R1329	HECT (HOME ECONOMICS CAREERS A	405.00	405.00	0125393010 5210	KA/VEA-2B/INSTR / TRAVEL AND CONFERENCE
H64R1330	M L FILTERS	1,430.39	1,430.39	0110235081 4347	MAINTENANCE/HVAC/MO / OPERATIONS SUPPLI
H64R1331	SOUTH COAST AIR QUALITY	237.88	237.88	0110230081 5880	MAINTENANCE/MO / OTHER OPERATING
H64R1332	ORANGE COUNTY TRANSIT AUTHORIT	2,697.57	2,697.57	0119283036 5880	SYS/TRANS / OTHER OPERATING EXPENSES
H64R1333	CULVER NEWLIN INC	5,113.52	4,697.72	0146000010 4310	COMMUNITY DAY SCH/INSTRUC /
			415.80	0146000010 5610	COMMUNITY DAY SCH/INSTRUC / REPAIRS/MAINT
H64R1334	CTS APPLIANCE	2,373.84	2,373.84	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
H64R1335	TEAM SPORTS AND TROPHIES	1,225.80	1,225.80	0132000010 4310	OR/INSTR / INSTRUCTIONAL MATL & SUPPLIES
H64R1336	CONTAINER WHOLESALERS	1,796.44	1,796.44	0125000010 4410	KA/INSTR / EQUIPMENT - NON-CAPITALIZED
H64R1337	CHEFS' TOYS	4,362.32	1,454.10	0128000010 4410	CY/INSTR / EQUIPMENT - NON-CAPITALIZED
			1,454.11	0128027010 4410	CY/PHYS ED/INSTR / EQUIPMENT -
			1,454.11	0128028010 4410	CY/ATHLET/INSTR / EQUIPMENT -
H64R1338	RANDOM HOUSE INC.	362.88	362.88	0123506010 4210	SA/PUENTE/INSTR / BOOKS AND REFERENCE
H64R1339	MEDCO SPORTS MEDICINE	954.02	954.02	0128028010 4320	CY/ATHLET/INSTR / OTHER OFFICE/MISC SUPPLI
H64R1340	WAXIE SANITARY SUPPLY	218.70	218.70	0120000081 4347	ANAHEIM/MO / OPERATIONS SUPPLIES - MISC
H64R1341	OFFICE DEPOT	475.16	475.16	0115115021 4320	EDUCATION/SUPV INST / OTHER OFFICE/MISC
H64R1342	STAPLES ADVANTAGE	80.72	80.72	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
H64R1343	STAPLES ADVANTAGE	59.68	59.68	0132140027 4320	OR/SCH ADM/SCH ADM / OTHER OFFICE/MISC
H64R1344	STAPLES ADVANTAGE	511.20	61.24	0118118072 4300	GRAPHICS/GENL ADM / MATERIALS & SUPPLIES
			449.96	0140009010 4310	SOUTH/PHOTO/INSTR / INSTRUCTIONAL MATL &

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64R1345	STAPLES ADVANTAGE	77.63	77.63	0128140027 4320	CY/SCH ADM/SCH ADM / OTHER OFFICE/MISC
H64R1346	STAPLES ADVANTAGE	321.57	321.57	0122272511 4310	MA/AUTISM/SE SEP CL/SEV / INSTRUCTIONAL
H64R1347	STAPLES ADVANTAGE	175.86	175.86	0122252011 4310	MA/MILD MODERATE/SE SEP CL/NSE /
H64R1348	STAPLES ADVANTAGE	317.38	317.38	0128000031 4320	CY/GUID / OTHER OFFICE/MISC SUPPLIES
H64R1349	JOSTENS OF ANAHEIM	118.80	118.80	0102102071 4320	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES
H64R1350	NCS PEARSON INC.	2,236.27	518.00 1,718.27	0124252011 4310 0124261012 4310	LO/MILD MODERATE/SE SEP CL/NSE / SE RES SP(RSP)/SE RES SP/NSEV / INSTRUCTIONA
H64R1351	WELLNESS MEDICAL EQUIPT. AND S	4,455.00	1,539.00 2,916.00	0119320034 4320 0119320034 4410	SYS/MEDI-CAL REIM/HEALTH / OTHER SYS/MEDI-CAL REIM/HEALTH / EQUIPMENT -
H64R1352	CALIFORNIANS TOGETHER	2,160.00	1,080.00 1,080.00	0163378010 4210 0163379021 4210	TITLE IIB / IMMIGRANT / BOOKS AND REFERENC TITLE IIIA / LIMITED ENG PROG / BOOKS AND
H64R1353	CAROLINA BIOLOGICAL SUPPLY CO.	71.11	71.11	0125030010 4310	KA/BIOLOGY/INSTR / INSTRUCTIONAL MATL &
H64R1354	CAROLINA BIOLOGICAL SUPPLY CO.	196.11	196.11	0125000810 4310	KA/LCFF-SUPPLEMENTAL/INSTR / INSTRUCTION
H64R1355	WARD'S NATURAL SCIENCE EST	730.56	730.56	0124032010 4310	LOARA/BIOLOGY/INSTR / INSTRUCTIONAL MATI
H64R1356	WARD'S NATURAL SCIENCE EST	183.81	183.81	0124032010 4310	LOARA/BIOLOGY/INSTR / INSTRUCTIONAL MATI
H64R1357	WARD'S NATURAL SCIENCE EST	80.22	80.22	0128034010 4310	CY/INTSCI2/INSTR / INSTRUCTIONAL MATL &
H64R1358	WARD'S NATURAL SCIENCE EST	127.02	127.02	0121032010 4310	WESTERN/BIOLOGY/INSTR / INSTRUCTIONAL
H64R1359	SCHOLASTIC INC.	42.08	42.08	0132000810 4210	OR/LCFF-SUPPLENEMTAL/INSTR / BOOKS AND
H64R1360	GEOBLOX	116.80	116.80	0124032010 4310	LOARA/BIOLOGY/INSTR / INSTRUCTIONAL MATI
H64R1361	PEARSON EDUCATION	1,413.64	1,413.64	0125381010 4310	KA/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64R1362	BARNES AND NOBLE	165.63	165.63	0125545010 4310	KA/AVID DESTINATION GRADUATION /
H64R1363	BACH COMPANY, THE	4,212.00	4,212.00	0125381010 4310	KA/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64R1364	NASCO MODESTO	367.16	367.16	0134005010 4310	WA/ART/INSTR / INSTRUCTIONAL MATL &
H64R1365	BLICK ART MATERIALS	1,469.14	1,469.14	0134005010 4310	WA/ART/INSTR / INSTRUCTIONAL MATL &
H64R1366	PERMA BOUND	172.96	172.96	0128000010 4110	CY/INSTR / APPROVED TEXTS/CORE CURR MATL

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT

BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

<u>PO NUMBER</u>	<u>VENDOR</u>	<u>PO TOTAL</u>	<u>ACCOUNT AMOUNT</u>	<u>ACCOUNT NUMBER</u>	<u>PSEUDO / OBJECT DESCRIPTION</u>
H64R1367	OCDE	450.00	450.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
H64R1368	CABE	2,300.00	2,300.00	0163379021 5210	TITLE IIIA / LIMITED ENG PROG / TRAVEL AND
H64R1369	BARNES AND NOBLE	24.14	24.14	0125251511 4210	LEARN HDCP S/SE SEP CL/NSEV / BOOKS AND
H64R1370	SCHOOL SPECIALTY INC	139.38	139.38	0147257011 4335	SEVER HDCP/SE SEP CL/SEV / INSTR MATLS &
H64R1371	OCDE	120.00	120.00	0140381010 5210	SOUTH/ECIA1/INSTR / TRAVEL AND CONFERENCE
H64R1372	OCDE	180.00	180.00	0168381010 5210	GI/TITLE I/INSTR / TRAVEL AND CONFERENCE
H64R1373	SHOWCHOIR CAMPS OF AMERICA INC	442.00	442.00	0128399010 5210	TITLE II IMPR TCHR QUAL - ED / TRAVEL AND
H64R1374	OCDE	6,750.00	6,750.00	0163379010 5210	TITLE IIIA / LIMITED ENG PROF / TRAVEL AND
H64R1375	BALL JR HIGH SCHOOL	110.00	110.00	0138903510 5880	BA/OCDE-TUPE GRANT/INSTR / OTHER OPERATI
H64R1376	AP BY THE SEA	740.00	740.00	0125381010 5210	KA/ECIA1/INSTR / TRAVEL AND CONFERENCE
H64R1377	AP BY THE SEA	1,200.00	1,200.00	0122381010 5210	MA/ECIA1/INSTR / TRAVEL AND CONFERENCE
H64R1378	AP BY THE SEA	740.00	740.00	0125381010 5210	KA/ECIA1/INSTR / TRAVEL AND CONFERENCE
H64S0240	SCHOOL SPECIALTY INC	1,780.39	1,780.39	0100000000 9320	GEN FUND/INC & BALANCE SHEET / STORES
H64T0474	NORTHSTAR AV	735.48	735.48	0144032010 4310	LEX/GEN SCI/INSTR / INSTRUCTIONAL MATL &
H64T0485	HP DIRECT	865.96	251.32	0135025040 4310	DALE/ANCIL / INSTRUCTIONAL MATL & SUPPLIE
			614.64	0135025040 4410	DALE/ANCIL / EQUIPMENT - NON-CAPITALIZED
H64T0503	IXL	199.00	199.00	0132257011 5880	SEVER HDCP/SE SEP CL/SEV / OTHER OPERATING
H64T0504	IPEVO	554.60	554.60	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
H64T0505	PC MALL GOV	172.88	172.88	0108108077 4310	INFO SYSTEM/DP / INSTRUCTIONAL MATL &
H64T0506	HP DIRECT	16.00	16.00	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSE;
H64T0507	ACCUVANT INC.	19,075.31	19,075.31	0108108077 5610	INFO SYSTEM/DP / REPAIRS/MAINT - O/S SERVICE
H64T0508	CARAHSOFT TECHNOLOGY CORP	8,244.00	8,244.00	0108108077 5810	INFO SYSTEM/DP / NON-INSTRUCTIONAL PROF
H64T0509	COUNTY OF VENTURA	8,138.50	8,138.50	0108108077 5880	INFO SYSTEM/DP / OTHER OPERATING EXPENSE;
H64T0510	HP DIRECT	70,726.59	70,726.59	0100000510 6490	UNRESTRICTED CARRYOVER / EQUIPMENT - OTH

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64T0511	APPLE INC	1,550.56	1,550.56	0108108077 4410	INFO SYSTEM/DP / EQUIPMENT -
H64T0512	TROXELL COMMUNICATIONS INC	3,537.00	3,537.00	01470000810 4410	HOPE/LCFF-SUPPLEMENTAL/INSTR / EQUIPMENT
H64T0513	CCS PRESENTATION SYSTEMS INC	1,885.68	1,300.00 322.92 262.76	0124283011 4410 0124381010 4310 0124381010 4410	SPECIAL YOUTH SERVICES / EQUIPMENT - LO/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL LO/TITLE I/INSTRUCTIONAL / EQUIPMENT -
H64T0514	TROXELL COMMUNICATIONS INC	2,122.20	2,122.20	0140381010 4410	SOUTH/ECIA1/INSTR / EQUIPMENT -
H64T0515	HP DIRECT	1,913.92	1,913.92	0140381010 4410	SOUTH/ECIA1/INSTR / EQUIPMENT -
H64T0516	TROXELL COMMUNICATIONS INC	707.40	707.40	01350000810 4410	DA/LCFF-SUPPLEMENTAL/INSTR / EQUIPMENT -
H64T0517	TROXELL COMMUNICATIONS INC	4,951.80	4,951.80	01280000810 4410	CY/LCFF-SUPPLEMENTAL/INSTR / EQUIPMENT -
H64T0518	HP DIRECT	6,095.76	6,095.76	01280000810 4410	CY/LCFF-SUPPLEMENTAL/INSTR / EQUIPMENT -
H64T0519	BEST BUY BUSINESS ADVANTAGE AC	86.39	86.39	0124381010 4310	LO/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL
H64T0520	SEHI COMPUTER PRODUCTS	99.03	99.03	0124381010 4310	LO/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL
H64T0521	APPLE INC	106.92	106.92	0124381010 4310	LO/TITLE I/INSTRUCTIONAL / INSTRUCTIONAL
H64T0522	HP DIRECT	26,566.40	5,254.20 21,312.20	01250000810 4310 0125381010 4410	KA/LCFF-SUPPLEMENTAL/INSTR / INSTRUCTION KA/ECIA1/INSTR / EQUIPMENT - NON-CAPITALIZ.
H64T0523	CCS PRESENTATION SYSTEMS INC	1,562.76	1,562.76	01470000810 4410	HOPE/LCFF-SUPPLEMENTAL/INSTR / EQUIPMENT
H64T0524	RJ COOPER	677.20	677.20	0147456010 4310	HOPE/EIALEP/INSTR / INSTRUCTIONAL MATL &
H64T0525	KEM VENTURES INC	792.52	792.52	0147456010 4310	HOPE/EIALEP/INSTR / INSTRUCTIONAL MATL &
H64T0526	HP DIRECT	1,894.24	466.56 1,427.68	01220000081 4310 01220000081 4410	MA/MO / INSTRUCTIONAL MATL & SUPPLIES MA/MO / EQUIPMENT - NON-CAPITALIZED
H64T0527	CLT COMPUTER MWAVE.COM	89.92	89.92	0120381010 4310	ANAHEIM/ECIA1/INSTR / INSTRUCTIONAL MATL
H64T0528	ACORN MEDIA	912.60	912.60	0120002010 4310	ANAHEIM/BUS ED/INSTR / INSTRUCTIONAL MAT
H64T0529	TECH SUPPLIES INC	300.95	300.95	0142140027 4310	OXFORD/SCH ADM/SCH ADM / INSTRUCTIONAL
H64T0530	B AND H PHOTO VIDEO INC	6,752.54	283.34 6,469.20	0128025040 4320 0128025040 4410	CY/ASB/ANCIL / OTHER OFFICE/MISC SUPPLIES CY/ASB/ANCIL / EQUIPMENT - NON-CAPITALIZEI

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64T0531	TROXELL COMMUNICATIONS INC	1,414.80	1,414.80	0144261012 4410	SE RES SP(RSP)/SE RES SP/NSEV / EQUIPMENT -
H64T0532	B AND H PHOTO VIDEO INC	7,942.69	2,514.43 5,428.26	0121393010 4310 0121393010 4410	WESTERN/VEA-2B/INSTR / INSTRUCTIONAL MAT WESTERN/VEA-2B/INSTR / EQUIPMENT -
H64T0533	SEHI COMPUTER PRODUCTS	30.78	30.78	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
H64T0534	ACORN MEDIA	205.20	205.20	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
H64T0535	B AND H PHOTO VIDEO INC	199.28	199.28	0128009010 4310	CY/PHOTO/INSTR / INSTRUCTIONAL MATL &
H64T0536	APPLE INC	3,929.76	3,929.76	0128393010 4410	CY/VEA-2B/INSTR / EQUIPMENT -
H64T0537	B AND H PHOTO VIDEO INC	1,680.37	1,680.37	0128393010 4310	CY/VEA-2B/INSTR / INSTRUCTIONAL MATL &
H64T0538	SUPPLYMASTER	546.60	546.60	0128002010 4310	CY/BUS ED/INSTR / INSTRUCTIONAL MATL &
H64T0539	SUPPLYMASTER	145.52	145.52	0128000024 4315	CY / L M T / LIBRARY/MEDIA/TECH SUPPLIES
H64T0540	B AND H PHOTO VIDEO INC	463.29	463.29	0122252011 4310	MA/MILD MODERATE/SE SEP CL/NSE /
H64T0541	HP DIRECT	700.12	700.12	0128261012 4410	SE RES SP(RSP)/SE RES SP/NSEV / EQUIPMENT -
H64T0542	SUPPLYMASTER	64.79	64.79	0128041010 4310	CY/ELD/INSTR / INSTRUCTIONAL MATL &
H64T0543	GOPHER SPORTS EQUIPMENT	3,691.25	2,255.95 1,435.30	0128027010 4310 0128027010 4410	CY/PHYS ED/INSTR / INSTRUCTIONAL MATL & CY/PHYS ED/INSTR / EQUIPMENT -
H64T0544	AUDIO DYNAMIX INC	729.00	729.00	0120025040 4310	ANAHEIM/ASB/ANCIL / INSTRUCTIONAL MATL &
H64T0545	SPRINT SOLUTIONS INC	45.00	45.00	0104104072 4320	CERT HR/GENL ADM / OTHER OFFICE/MISC
H64T0546	SOFTWARE 4 SCHOOLS	377.78	177.83 199.95	0138140027 4320 0138140027 5880	BALL/SCH ADM/SCH ADM / OTHER OFFICE/MISC BALL/SCH ADM/SCH ADM / OTHER OPERATING
H64T0548	SEHI COMPUTER PRODUCTS	7,507.33	7,507.33	0125381010 4310	KA/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64T0549	HP DIRECT	1,015.96	1,015.96	0122261012 4410	SE RES SP(RSP)/SE RES SP/NSEV / EQUIPMENT -
H64T0550	APPLE INC	897.18	31.32 865.86	0102102071 4320 0102102071 4410	SUPT/BRD SUPT / OTHER OFFICE/MISC SUPPLIES SUPT/BRD SUPT / EQUIPMENT - NON-CAPITALIZE
H64T0551	HP DIRECT	16.00	16.00	0102102071 5880	SUPT/BRD SUPT / OTHER OPERATING EXPENSES
H64T0552	APPLE INC	1,351.84	1,351.84	0147000810 4310	HOPE/LCFF-SUPPLEMENTAL/INSTR /

ANAHEIM UHSD

PURCHASE ORDER DETAIL REPORT BOARD OF TRUSTEES MEETING 05/08/2014

FROM 04/08/2014 TO 04/28/2014

PO NUMBER	VENDOR	PO TOTAL	ACCOUNT AMOUNT	ACCOUNT NUMBER	PSEUDO / OBJECT DESCRIPTION
H64T0553	HP DIRECT	32.00	32.00	0147456010 4310	HOPE/EIALEP/INSTR / INSTRUCTIONAL MATL &
H64T0554	HP DIRECT	16.00	16.00	0135381010 5880	DALE/ECIA1/INSTR / OTHER OPERATING EXPENS
H64T0555	PRO SOUND AND STAGE LIGHTING	356.39	356.39	0163379021 4320	TITLE IIIA / LIMITED ENG PROG / OTHER
H64T0556	CDW GOVERNMENT INC.	1,512.00	1,512.00	0138381010 4310	BALL/ECIA1/INSTR / INSTRUCTIONAL MATL &
H64T0557	SADA SYSTEMS INC	35,435.00	14,855.00 20,580.00	0108425010 5810 0108425010 5880	IS/COMMON CORE/INSTR / NON-INSTRUCTIONAL IS/COMMON CORE/INSTR / OTHER OPERATING
H64T0558	SEHI COMPUTER PRODUCTS	106.30	106.30	0140000810 4310	SO/LCFF-SUPPLEMENTAL/INSTR / INSTRUCTION,
H64X0469	JOSTENS	11,000.00	11,000.00	0168025040 4310	GILBERT SOUTH/ASB/ANCILLARY /
H64X0470	BONDED CLEANERS AND LAUNDRY	1,100.00	1,100.00	0128007081 5560	CY/INS MUS/INSTR / LAUNDRY
H64X0471	GREATER ANAHEIM SELPA	19,734.00	19,734.00	76 9620	WARRANT PASSTHRU / DUE TO STUDENT
H64X0472	WALKERS DELI	300.00	300.00	0101101071 4390	BOARD/ BRD SUPT / MEETING EXPENSE - FOOD
Fund 01 Total:		591,784.91			
Fund 76 Total:		19,734.00			
Total Amount of Purchase Orders:		611,518.91			

ANAHEIM UNION HIGH SCHOOL DISTRICT
Business Division
2013/14 MONTHLY ENROLLMENT REPORT

Month 8
03/24/14 to 04/18/14

SCHOOL	REGULAR DAY					Subtotal	Hosp/Hm	SP ED	TOTAL STUDENTS
	9th	10th	11th	12th					
Anaheim	791	778	669	614		2,852	2	90	2,944
Cypress	646	663	649	607		2,565	4	85	2,654
Katella	643	610	639	528		2,420	2	118	2,540
Kennedy	590	506	570	493		2,159	3	87	2,249
Loara	585	593	578	541		2,297	1	133	2,431
Magnolia	447	423	394	424		1,688	2	126	1,816
Oxford	204	198	178	167		747	-	-	747
Savanna	499	545	472	449		1,965	2	72	2,039
Western	559	538	448	444		1,989	-	88	2,077
Total Comprehensive	4,964	4,854	4,597	4,267		18,682	16	799	19,497
Anaheim Independent Learning Center	-	-	18	109		127	-	-	127
Community Day School	22	14	14	6		56	-	-	56
Gilbert High School	3	45	246	367		661	1	74	736
Polaris High School	31	57	132	131		351	-	-	351
Special Education Transition Program	-	-	-	-		-	-	82	82
Total Alternative Ed	56	116	410	613		1,195	1	156	1,352
Hope	-	-	-	-		-	-	217	217
Total Senior High Schools	5,020	4,970	5,007	4,880		19,877	17	1,172	21,066

SCHOOL	REGULAR DAY				Hosp/Hm	SP ED	TOTAL STUDENTS
	7th	8th	Subtotal				
Ball	509	518	1,027		1	58	1,086
Brookhurst	603	592	1,195		-	40	1,235
Dale	542	589	1,131		3	63	1,197
Lexington	609	624	1,233		2	22	1,257
Orangeview	451	443	894		-	28	922
Oxford	206	205	411		-	-	411
South	744	766	1,510		1	58	1,569
Sycamore	680	740	1,420		1	52	1,473
Walker	562	563	1,125		-	37	1,162
Total Comprehensive	4,906	5,040	9,946		8	358	10,312
Community Day School	9	24	33		1	-	34
Polaris High School	8	19	27		-	-	27
Total Alternative Ed	17	43	60		1	1	61
Total Junior High Schools	4,923	5,083	10,006		9	359	10,373

DISTRICT TOTAL

31,439

ANAHEIM UNION HIGH SCHOOL DISTRICT

Business Division

2013/14 MONTHLY ENROLLMENT REPORT

GROWTH vs. DECLINE - MONTH to MONTH COMPARISON

Month 8

HIGH SCHOOL	Month 7	Month 8	Growth v. (Decline)
Anaheim	2,964	2,944	(20)
Cypress	2,657	2,654	(3)
Katella	2,557	2,540	(17)
Kennedy	2,264	2,249	(15)
Loara	2,452	2,431	(21)
Magnolia	1,819	1,816	(3)
Oxford	747	747	-
Savanna	2,056	2,039	(17)
Western	2,085	2,077	(8)
Total Senior High	19,601	19,497	(104)

JUNIOR HIGH SCHOOL	Month 7	Month 8	Growth v. (Decline)
Ball	1,086	1,086	-
Brookhurst	1,237	1,235	(2)
Dale	1,195	1,197	2
Lexington	1,255	1,257	2
Orangeview	924	922	(2)
Oxford	411	411	-
South	1,574	1,569	(5)
Sycamore	1,480	1,473	(7)
Walker	1,162	1,162	-
Total Junior High	10,324	10,312	(12)

Total Comprehensive Schools	29,925	29,809	(116)
------------------------------------	---------------	---------------	--------------

Alternative Education	Month 7	Month 8	Growth v. (Decline)
Anaheim Independent Learning Center	120	127	7
Community Day School	81	90	9
Gilbert High School	723	736	13
Hope School	217	217	-
Polaris High School	363	378	15
Special Education Transition Program	83	82	(1)
Total Alternative Ed.	1,587	1,630	43

District Total	31,512	31,439	(73)
-----------------------	---------------	---------------	-------------

ANAHEIM UNION HIGH SCHOOL DISTRICT
ASB ENDING BALANCES
MARCH 2014

4/29/2014

School Name	Prior Month Total	Current Month			
		Checking	Petty Cash / Change Fund	Savings	Total
Anaheim	252,561.95	199,942.85	900.00	31,853.67	232,696.52
Western	292,672.44	201,661.20	275.00	118,865.79	320,801.99
Magnolia	103,795.72	11,406.25	900.00	-	12,306.25
Savanna	23,832.06	16,362.98	500.00	19,228.30	36,091.28
Loara	205,521.63	104,948.19	800.00	66,065.04	171,813.23
Katella	114,181.34	115,858.95	1,100.00	4,347.46	121,306.41
Kennedy	419,788.03	375,431.86	1,400.00	46,771.09	423,602.95
Cypress	727,235.14	626,138.52	1,700.00	50,395.04	678,233.56
Brookhurst	52,061.57	40,097.18	-	-	40,097.18
Orangeview	61,773.64	61,445.87	100.00	-	61,545.87
Walker	88,633.10	86,421.90	-	-	86,421.90
Dale	100,502.11	100,502.11	-	-	100,502.11
Sycamore	46,870.80	48,050.08	-	-	48,050.08
Ball	53,561.20	55,071.45	-	-	55,071.45
South	81,517.66	73,010.47	-	-	73,010.47
Oxford	432,199.83	443,166.72	-	-	443,166.72
Lexington	58,833.16	56,942.07	-	-	56,942.07
Hope	80,483.02	75,765.01	-	-	75,765.01
Gilbert	41,419.28	38,294.00	-	-	38,294.00
Total	3,237,443.68	2,730,517.66	7,675.00	337,526.39	3,075,719.05

CHAPMAN UNIVERSITY
SERVICES AGREEMENT

This Services Agreement ("Agreement") is made and entered into on January 1st, 2014 between Chapman University, a private educational institution located at 1 University Drive, Orange, CA 92866 ("University") and Anaheim Union High School District, having its principal offices at 501 Crescent Way, Anaheim, CA 92803 ("Company"). University and Company may be collectively referred to as the "Parties" and individually as a "Party".

WHEREAS, Company desires specialized services to be performed by University on Company's behalf and as further described below; and

WHEREAS, University has the experience, capabilities, and expertise necessary to perform the services contemplated by this Agreement and the performance of such services is consistent with University's educational and research activities.

Now, therefore, the Parties agree as follows:

1. **SCOPE OF SERVICES.** University agrees to perform the services described in Exhibit A, which is attached and incorporated by reference ("Services").

2. **COMPENSATION TO UNIVERSITY.** For the Services performed under Section 1, Company shall pay University the sum of \$218,890. Payment shall be sent to the University's Office of Contracts and Grants, 1 University Drive, Orange, CA 92866.

2.1 The compensation shall be paid:

- ☐ in full upon the execution of this Agreement; or
☒ in accordance with Exhibit A.

2.2 University shall submit any invoices to the following address:

Company Name:

Address:

Attn:

3. **PERIOD OF PERFORMANCE.** The period of performance will be from 1/1/2014 to 9/30/15, unless earlier terminated in accordance with this Agreement, and may be extended by mutual agreement of the parties.

4. **DELIVERABLES.** University agrees that results and other deliverables described in Exhibit A, as prepared by University for Company, shall be owned by Company.

5. **INDEMNIFICATION.** Company shall defend, indemnify and hold harmless University, its trustees, officers, employees, agents, and representatives from and against any and all liability, loss, expense (including costs and attorney's fees), or claims for injury or damages arising out of

(a) performance of this Agreement, (b) Company's use of the Services or deliverables under this Agreement, or (c) Company's use, manufacture, or sale of products made by use of the Services or deliverables under this Agreement.

6. **INSURANCE.** Without limiting the forgoing indemnity obligation, and at its sole expense, Company shall maintain commercial general liability insurance on an occurrence basis with limits of not less than two million dollars (\$2,000,000) per incident and three million dollars (\$3,000,000) annual aggregate for death, bodily injury, illness, or property damage. Such policy shall name University as an additional insured and shall specify that in the event of a material change in coverage or cancellation before the expiration date, notice shall be provided to University in accordance with the policy provisions. A certificate of insurance evidencing the coverage required by this section shall be delivered to University upon execution of this Agreement.

7. **NO WARRANTIES.** Services and/or deliverables provided by University to Company under this Agreement are provided without warranty of merchantability or fitness for a particular purpose or any other warranty, express or implied, including any warranty of non-infringement of any third party intellectual property right.

8. **LIMITATION OF LIABILITY.** University shall not be liable for any lost profits, costs of procuring substitute goods or services, lost business, or for any indirect, incidental, consequential, punitive, or other special damages incurred by Company, its affiliates, employees, agents, licensees, sublicensees, or joint venturers arising out of or related to this Agreement for all causes of action of any kind, including tort, contract, negligence, strict liability, and breach of warranty. Additionally, University's total liability under this Agreement shall not be in excess of the total amount of compensation paid by Company to University under this Agreement.

9. **USE OF UNIVERSITY NAME OR LOGO.** Company agrees not to use the name, logo, or any other marks owned by or associated with University or the name of any representative of University in any sales promotion work or advertising, or in any form of publicity, without the prior written permission of University.

10. **TERMINATION.** Either party may terminate this Agreement at any time upon thirty (30) days' prior written notice. Company shall reimburse University for all costs incurred within the scope of this Agreement by University prior to receiving notice of termination or as a result of termination or expiration. In the event that either Party shall be in default of any of its obligations under this Agreement and shall fail to remedy such default within thirty (30) days after written notice thereof, the Party not in default shall have the option of terminating the agreement by giving written notice of termination with an immediate effect to the defaulting Party. Upon termination or expiration of the Agreement, any provisions that are intended to continue and survive (including without limitation Sections 5, 8, 9, 12, 18 and 19) shall survive expiration or termination of this Agreement.

11. **FORCE MAJEURE.** No Party to this Agreement shall be responsible for any delays or failure to perform any obligation under this Agreement due to acts of God, strikes, or other disturbances, including without limitation war, insurrection, acts of terrorism, governmental restrictions, acts of governments or governmental authorities, or any other cause beyond the reasonable control of such Party. The obligations and rights of the Party excused from performance under any of these circumstances shall be suspended during an event of force majeure. In the event the force majeure event continues for a period in excess of thirty (30) days, either Party shall have the right to terminate this Agreement upon ten (10) days' prior written notice to the other Party.

12. **NOTICE.** Any notice required or permitted under this Agreement shall be effective only if given in writing and delivered by one Party to the other at the addresses below or such other addresses as either Party may later specify in writing. Notice is deemed effective on the date it is given if hand-delivered or received by facsimile that same day. Notice given by U.S. mail shall be deemed to have been given three (3) days after it is deposited in the U.S. mail, postage prepaid and addressed as follows:

To University:

Chapman University
Office of the Executive Vice President
1 University Drive
Orange, CA 92866
Attention: Harold W. Hewitt, Jr.

To Company:

Anaheim Union High School District
Office of the Assistant Superintendent
501 Crescent Way
Anaheim, CA 92803
Attention: Paul Sevillano, Ed.D.

13. **CONFIDENTIAL INFORMATION.** "Confidential Information" shall mean proprietary and confidential information communicated by one Party to the other in writing, marked as "Confidential" or, in the case of oral disclosures, identified at the time of such oral disclosure as confidential, and reduced to writing and identified as "Confidential" within thirty (30) days of disclosure. The receiving party shall use reasonable efforts not to disclose the disclosing party's Confidential Information to anyone except as necessary for purposes of the Services. The receiving party will use the Confidential Information only in the performance of the Services. The obligations of confidentiality set forth herein shall remain in effect for a period of three (3) years from the execution of the Agreement. The receiving party shall have no obligations under this paragraph with respect to information that:

- a. was known to it prior to receipt hereunder, as demonstrated by written records;
- b. at the time of disclosure was generally available to the public, or which after disclosure becomes generally available to the public through no fault attributable to receiving party;
- c. is hereafter made available to receiving party for use or disclosure by disclosing party from any third party having a right to do so;
- d. is required to be disclosed by law, governmental rule or regulation or order of a court with competent jurisdiction; or
- e. is independently developed by receiving party without reference to the Confidential Information.

14. **ASSIGNMENT.** Neither party shall assign this Agreement to another party without the prior written consent of the other party. Subject to the foregoing, this Agreement shall be binding and inure to the benefit of the respective successors and assigns of the University and Company, respectively.

15. **INDEPENDENT CONTRACTOR.** Both Parties acknowledge that they are independent contractors, and nothing contained in this Agreement shall be deemed to create an agency, joint venture, 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 parties.

16. **NO WAIVER.** No term or provision hereof shall be deemed waived and no breach excused unless such waiver or consent shall be in writing and signed by the Party claimed to have waived or consented. The failure of either Party to exercise any right or remedy hereunder shall not be deemed to be a waiver of such right or remedy or other right or remedy hereunder.

17. **ARBITRATION.** Any dispute, claim or controversy arising out of or relating to this Agreement or the breach, termination, enforcement, interpretation or validity thereof, including the determination of the scope or applicability of this agreement to arbitrate, shall be determined by arbitration in Orange County, California before one arbitrator. The arbitration shall be administered by JAMS pursuant to its Streamlined Arbitration Rules and Procedures. Judgment on the Award may be entered in any court having jurisdiction. This clause shall not preclude parties from seeking provisional remedies in aid of arbitration from a court of appropriate jurisdiction.

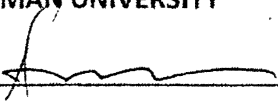
18. **ENTIRE AGREEMENT.** This document, together with all exhibits, constitutes the entire Agreement between the parties and supersedes any and all prior negotiations, commitments, agreements, or understandings between the parties regarding the subject matter of this Agreement. No modification of, this Agreement shall be valid unless made in writing and formally approved and signed by authorized representatives of both parties.

19. **GOVERNING LAW.** This Agreement shall be governed by and construed in accordance with the laws of the state of California. Any controversy or claim arising from or relating to this Agreement shall be initiated and adjudicated in Orange County, California.

20. **SEVERABILITY.** 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.

21. **EXECUTION IN COUNTERPARTS.** This Agreement may be executed in one or more counterparts, each of which shall constitute one and the same agreement. Further, the parties may execute this Agreement via fax or electronic mail transmission. A true and correct copy of the Agreement, as executed by the parties, may be used in lieu of an original for all purposes permitted by law.

CHAPMAN UNIVERSITY

By: 

Its: _____

Date: 4/2/14

COMPANY

By: _____

Its: _____

Date: _____

Exhibit A

SCOPE OF SERVICES PROVIDED BY CHAPMAN UNIVERSITY 30, 2015

January 1, 2014 – September

MILESTONES

January, 2014

Leadership Team Planning and Logistics Day

Initial Cohorts Meeting

Chapman faculty meet to finalize course structure including Online component (learning management systems) and classroom assignments

February/March, 2014

Pre-test

Develop PLC's

Introduce ALL Partners, Goals, Timelines:

Brief introduction of Norms of Collaboration

STEM Strengthening

MESA pep talk

Visit to sites by Leadership Team

Distribute "STEM the Tide" by David Drew for book club reading

April, 2014

Intensive Day 1 Field Experience to High Tech High in San Diego

June, 2014

Intensive Day 2 Concept Development- Engineering Design Cycle; According to the *Framework* Pedagogy and Instruction Development -). Project for Intensive Day 2 will be how to teach experimentation

AUHSD teachers will perform practice sets on data - and distinguish between type I and type II errors

Lesson Design - teachers work in course alike groups to develop a MESA style project unit (PBL)

Enrichment Activity - solar car activity (day 1)

Intensive Day 3

Cross Cutting Concept Development- *Cause and effect: Mechanism and explanation.*

ACSP teachers will study causality and the concept of chance from a statistical point of view

Pedagogy and Instruction Development - Project Based Learning (PBL day 2)

Lesson Design: teachers work in course alike groups to develop a MESA style project unit (PBL)

Enrichment Activity- solar car activity (day 2)

Intensive Day 4

Cross Cutting Concept Development *Scale, proportion, and quantity*

Pedagogy and Instruction Development- Project Based Learning. (PBL day 3)

Lesson Design teachers work in course alike groups to utilize computer programs (provided) AFTER trying to develop mathematical algorithms themselves. (PBL)

Enrichment Activity- designing a solar tracker

Intensive Day 5

Cross Cutting Concept Development- *Systems and system models*.

Concepts of force, mass, accelerations, load will be presented along with trigonometric relationships

Pedagogy and Instruction Development- - Project Based Learning (PBL day 4).

Peer Critique: teachers give feedback on projects using a critical friends protocol

Enrichment Activity- Balsawood Bridge

August, 2014

Intensive Day 6

Cross Cutting Concept Development- *Energy and matter: Flows, cycles, and conservation*

Lesson Design: Teachers will develop a lesson that utilizes the concepts of momentum (mv), thermodynamics (flow of heat energy and conservation of energy) into one lesson.

Enrichment Activity- Students will do a MESA-type work-kinetic energy laboratory

Intensive Day 7

Cross Cutting Concept Development- *Structure and function*

Pedagogy and Instruction Development- Lesson Study (Day 2)

Lesson Design: teachers will understand the coding and translation of DNA.

Enrichment Activity- Teachers will extract and quantify DNA from a Cauliflower

Intensive Day 8

Cross Cutting Concept Development- *Stability and change*

Pedagogy and Instruction Development- Text Complexity (day 1).

Enrichment Activity- A balloon toss laboratory

Intensive Day 9

Pedagogy and Instruction Development- Text Complexity (day 2 article analysis).

Cross Cutting Concept Development- *Patterns*

Lesson Design: teachers work in course alike groups to develop a MESA style project unit (PBL).

Enrichment Activity- Solutions of various viscosities will be dropped at various heights and various initial velocities to make "patterns" on a cloth.

September, 2014

Intensive Day 10

ACSD - SMART Training

October, 2014

Monthly Class 1: IHE faculty will provide lesson on mathematics

Lesson Study #1 teachers visit each other's class for critique and reflection The Project Director, COE

Cod. And an IHE instructor will visit each PLC's first meeting

November 2014

Monthly Class 2 Lesson Study follow-up :PLC Team Mtg. Select Mtg. Norm

December, 2014

Monthly Class 3 Conduct Student Interviews

January-February, 2015

Lesson Study #2 teachers visit each other's class for critique and reflection Team members secure a sub(s) to rotate throughout the day, releasing pairs of teachers to co-teach, observe and reflect on the common lesson they are all teaching to their own classes

Monthly Class 4 Lesson Study follow-up Common Assessments

March, 2015

Science Contest

April, 2015

Monthly Class 5 Focus on Statistics

May, 2015

Monthly Class 6

Content: Continue last content for 2nd semester. -Identify and review critical concepts or Big Ideas from standards presented this year

Finalize common assessment for content presented this semester

EL/Academic Language

Identify and reflect on most effective EL strategies that helped students

Identify strengths and areas that need to be focused on for the coming academic year

PLC: Begin dialogue on common grading policies for next year

Post Test on Efficacy of our online component (Blackboard) and select student questions for evaluation of year 1

Survey all participants on content areas for next (2nd) year

Common Assessment for 2nd year content completed and available for student use next year

Post test scores show increase in teacher knowledge

Analysis of most effective strategies that impact student learning are of value in continuing to improve teaching effectiveness

Impact on changes or growth in Teacher Efficacy as determined on Teacher Efficacy Questionnaire or by changes in teaching practice as a result of reflections from students through interviews

Surveys indicate content topics of interest and need for 2nd year in both middle school and high school classes

Teachers make programmatic, curricular and intervention recommendations at the school and district levels as a result of participation in this grant.

BUDGET

PI Frank Frisch. Oversight and AUHSD partnership	25,000.00
CASP Program Assistant. For 30% time 7/1/14-9/30/15	12,600.00
Benefits for PI and CASP Program Assistant @35.5%	13,348.00
Monthly course/SMART Training/follow-up materials	8,200.00
Fall 2014 Summer Intensives at Chapman University MESA instruction course (3 units at \$550/unit) x 16 middle school participants	26,400.00
Fall 2014 Summer Intensives at Chapman University MESA instruction course (3 units at \$550/unit) x 36 high school participants.	59,400.00
Travel for two leadership team members to two statewide <u>CaMSP Orientation Learning Network</u> Meetings. 2 people x \$1000 X two trips = \$4000	4,000.00
Chapman 4 Professor Content expert consultants to support teacher workshops, content expertise	44,000.00
Postage	500.00
Evaluation and Accountability for Program Evaluation	<u>17,800.00</u>
Total	211,248.00

California Department of Education (<https://www3.cde.ca.gov/pgms/prt.aspx>)
Page Generated: 4/10/2014 8:24:39 AM

Perkins Grant Management System (PGMS)

Anaheim Union High (131 - Secondary)

2014-15 Application

LEA Profile

Allocation Amount	\$535,107.00
Budgeted Amount	\$535,107.00
Indirect Amount	\$0.00 *
Application Due Date	Thursday, May 01, 2014 12:00 AM
Application Status	Not Submitted
Fiscal Activity	N/A
Signed GAN Received by CDE	Not Received

* Subject to change based on Capital Outlay and actual expenditures

Local Education Agency (LEA) information

LEA Contact Information

LEA Name:

Anaheim Union High (131 - Secondary)

CDS Code: 30-66431-0000000

Address: 501 Crescent Way

Anaheim, CA 92803-3520

Phone: (714) 999-3511

Fax: (714) 535-1706
E-mail: matsuda_m@auhsd.us

Superintendent
Name: Michael Matsuda
Perkins Coordinator Information

Perkins Coordinator
Name: Diane Donnelly-Toscano
Title: Coordinator
Phone: 714-999-3585
Fax: 714-520-9754
E-mail: donnelly_d@auhsd.k12.ca.us
Extension:

Street Address: 501 Crescent Way
City: Anaheim
State: CA
Zip Code: 92803

Perkins Coordinator Contact During Summer
Phone: 714-999-3585
E-mail: donnelly_d@auhsd.us
Extension:

Fiscal Coordinator Information
Fiscal Coordinator
Name: Bruce Saltz
Title: Fiscal Coordinator
Phone: 714-999-3589
Extension:

Fax:

E-mail:

saltz_b@auhsd.us

Street Address: 501 Crescent Way/P.O. Box

City: Anaheim

State: CA

Zip Code: 92803-3520

LEA CTE Advisory Chair Information

Name: Kathy Johnson

E-mail: kathy@vitalinkoc.org

Phone: 949-646-2520

Section I - State Assurances and Certifications

Certifications Sign-off

This application is a commitment to comply with the following assurances, certifications, terms, and conditions associated with the Carl D. Perkins Career and Technical Education Improvement Act of 2006.

The following Assurances, Certifications, and Grant Conditions are requirements of applicants and grantees as a condition of receiving funds. Applicants do not need to sign and return the general assurances and certification with the application; Every year, the LEA must download them, collect the appropriate signatures, and keep them on file to be available for compliance reviews, complaint investigations, or audits.

- California Department of Education General Assurances
- Drug Free Workplace Certification
- U.S. Department of Education Debarment and Suspension
- U.S. Department of Education Lobbying
- Perkins IV Assurances and Certifications
- 2014–15 Grant Conditions

Section I - LEA Sign-off Section

- ☐ Other updates to the local CTE plan can be submitted in narrative form with a reference to the Local CTE Plan chapter, section, and question.

Section I - CDE Review and Sign-off Section

- ☐ Section I - Section Approved

Section II - Representatives of Special Populations

Representatives of Special Populations Sign-off

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 requires local educational agencies (LEAs) to implement strategies to overcome barriers that may be lowering special population students' rates of access to or success in career technical education (CTE) programs assisted with the funds. CTE programs must be designed to enable special population students to meet the performance level targets established for the programs. These programs must also provide the activities needed to prepare these students for high-skill, high-wage, or high-demand occupations that lead to self-sufficiency.

Download the Sign-off Form for Representatives of Special Populations, collect the appropriate signatures, and keep the form on file to be available for compliance reviews, complaint investigations, or audits.

Congratulations, no action is necessary on this page. Anaheim Union High (131 - Secondary) has met or exceeded the required target in each of the core indicators of performance and is determined to be a Compliant Agency

Economically Disadvantaged (Title I Coordinator)

Title I Coordinator Name: Susan Stocks, Ed.D
Title I Coordinator Title: Director, Special Programs

Limited English Proficiency (English Learner Coordinator)

English Learner Coordinator Name: Susan Stocks, Ed.D
English Learner Coordinator Title: Director, Special Programs

Disabled (Handicapped) (Special Education Coordinator)

Special Education Coordinator Name: Brad Jackson
Special Education Coordinator Title: Director, Special Youth Services

Single Parent or Single Pregnant Women (Title IX Coordinator)

Title IX Coordinator Name: Paul Sevillano, Ed.D
Title IX Coordinator Title: Assistant Superintendent, Education

Gender Equity or Nontraditional Training (Title IX Coordinator)

Title IX Coordinator Name: Paul Sevillano, Ed.D
Title IX Coordinator Title: Assistant Superintendent, Education

Section II - LEA Sign-off Section

☐ As the duly authorized representative of the local educational agency applying for Carl D. Perkins Career and Technical Education Improvement Act of 2006, 2014–15 funding, I confirm that the LEA coordinators or administrators responsible for each of the programs associated with special population

groups have reviewed and approved the 2014–15 Perkins IV application for funds.

Section II - CDE Review and Sign-off Section

☐ Section II - Section Approved

Section III - Assessment of Career Technical Education Programs

Section 123(b) of Perkins IV requires states to conduct annual evaluations of the progress and efforts grant recipients are making toward achieving the core indicator performance levels established for the state's CTE programs. California LEAs provide data to the CDE through the 101-E1 report in the fall and 101-E2 report in the spring, and these data are used to determine the core indicators.

This section identifies the LEA's actual performance on each of the Core Indicators of performance and indicates if the LEA has met the state-established performance targets.

N/A may indicate that the LEA:

- Failed to report the required data for that indicator
- Is one of the State Special Schools or California Education Authority
- Did not receive Perkins funds in the prior year and was not required to report data

If 5S1 is the only indicator showing an N/A, the LEA failed to submit the required CDE--101 E2 report

1S1 Academic Attainment-Reading/Language Arts

Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the English-language arts portion of the California High School Exit Examination (CAHSEE).

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 53.13 % **LEA Level 2011-12:** 48.05 % **LEA Level 2012-13:** 59.35 %

State Level 2012-13: 61.00 % **Required Target:** 54.90 % **Met Target:** Yes

1S2 Academic Attainment-Mathematics

Numerator: Numerator: Number of 12th grade CTE concentrators who have met the proficient or advanced level on the mathematics portion of the CAHSEE.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 56.88 % **LEA Level 2011-12:** 50.90 % **LEA Level 2012-13:** 56.01 %

State Level 2012-13: 45.50 % **Required Target:** 40.95 % **Met Target:** Yes

2S1 Technical Skill Attainment

Numerator: Number of CTE concentrators enrolled in a capstone CTE course who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of CTE concentrators enrolled in capstone CTE courses during the reporting year.

LEA Level 2010-11: 89.35 % LEA Level 2011-12: 90.81 % LEA Level 2012-13: 97.95 %

State Level 2012-13: 89.00 % Required Target: 80.10 % Met Target: Yes

3S1 Secondary School Completion

Numerator: Number of 12th grade CTE concentrators who earned a high school diploma, or other state-recognized equivalent (including recognized alternative standards for individuals with disabilities).

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year.

LEA Level 2010-11: 88.86 % LEA Level 2011-12: 92.47 % LEA Level 2012-13: 87.91 %

State Level 2012-13: 91.43 % Required Target: 82.29 % Met Target: Yes

4S1 Student Graduation Rate

Numerator: Number of 12th grade CTE concentrators who, in the reporting year, were included as graduated in the states computation of its graduation rate.

Denominator: Number of 12th grade CTE concentrators.

LEA Level 2010-11: 88.86 % LEA Level 2011-12: 92.47 % LEA Level 2012-13: 87.91 %

State Level 2012-13: 83.50 % Required Target: 75.15 % Met Target: Yes

5S1 Secondary Placement

Numerator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and entered postsecondary education or advanced training, military service, or employment, as reported on a survey six months following graduation.

Denominator: Number of 12th grade CTE concentrators who left secondary education during the reporting year and responded to a follow-up survey.

LEA Level 2010-11: 95.73 % LEA Level 2011-12: 94.19 % LEA Level 2012-13: 98.07 %

State Level 2012-13: 93.71 % Required Target: 84.34 % Met Target: Yes

6S1 Non-traditional Participation

Numerator: Number of CTE participants from underrepresented gender groups who were enrolled in a program sequence that leads to employment in nontraditional fields.

Denominator: Number of all CTE participants enrolled in a program sequence that leads to employment in nontraditional fields.

LEA Level 2010-11: 37.51 % **LEA Level 2011-12:** 39.98 % **LEA Level 2012-13:** 38.32 %

State Level 2012-13: 36.85 % **Required Target:** 33.17 % **Met Target:** Yes

6S2 Non-traditional Completion

Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in a capstone CTE course that leads to employment in a nontraditional field who received an 'A', 'B', or 'C' grade in the course, or received an industry-recognized certification, or passed an end of program assessment aligned with industry-recognized standards.

Denominator: Number of all CTE concentrators enrolled in a capstone CTE course that leads to employment in nontraditional fields.

LEA Level 2010-11: 34.40 % **LEA Level 2011-12:** 39.32 % **LEA Level 2012-13:** 38.77 %

State Level 2012-13: 22.00 % **Required Target:** 19.80 % **Met Target:** Yes

Section III - LEA Sign-off Section

☒ Assessment of Career Technical Education Programs section is complete and ready for CDE review.

Section III - CDE Review and Sign-off Section

☐ Section III - Section Approval

Section IV - Progress Report Toward Implementing The Local CTE Plan

The implementation of each LEA's local Career Technical Education (CTE) plan directly affects the implementation of the State CTE Plan. Through the five-year duration of Perkins IV, 2008–2013, LEAs will report on the progress they have made toward implementation of their local CTE plan. This progress report is an opportunity to reflect on the goals outlined in the local CTE plan as well as noting the successes and challenges that occurred during the previous school year.

Additionally, the LEA should set measurable CTE outcomes for the next school year based on the needs of the CTE students and programs offered by the LEA and the results of the core indicator data reported in Section III.

LEA personnel must respond to the following questions:

LEA Response

In last year's application (Section IV, question 4), the LEA identified at least three goals from the local CTE plan on which it would focus during the school year. What progress has the LEA made toward achieving those specific goals? How has the LEA improved, enhanced, or expanded CTE for students during the school year?

- 1) AUHSD CTE teachers will fully participate in the evidence gathering and analysis of the evidence for each of the Federal Program Monitoring (FPM) indicators.

AUHSD participated in an online FPM this Spring, however, CTE was not a focus area, as originally planned. We were, however, selected for a Civil Rights Review of CTE for one of our alternative education sites. This provided AUHSD the opportunity to respond to the FPM indicators. We worked collaboratively with our ROP partners to prepare for and host the on-site visit. The visit resulted in no findings and was complimented for "best practices".

- 2) All CTE teachers will be CTE certified by providing proof of outside industry experience.

All CTE teachers are appropriately placed in their CTE assignment and considered highly qualified. However, proof of industry experience has not been requested at this point. This goal will be deferred until the 2014-15 school year.

- 3) Each AUHSD career pathway will have a post-secondary articulation agreement or an established collaboration.

Articulation agreements with local colleges continue to be difficult to secure. A regional effort is being made through a California CTE Trust grant application to collaborate with Orange County entities to pool resources, establish strategic CTE industry programs in specific regional areas, and to establish a common practice for articulation agreements. This goal will continue into the 2014-15 school year.

- 4) CTE teachers will participate in CTE Model Standards training and align CTE course offerings to the new standards.

All CTE teachers, including ROP teachers, participated in an All-CTE training in October 2013. Teachers reviewed the new standards and the industry pathway changes. Teachers aligned the standards to specific CTE courses taught and embedded performance tasks aligned to the new common core / SBAC assessments.

2. **The PGMS online application requires that LEAs verify that there is a documented historical inventory at the district for all CTE programs. Please describe the process used to update and verify your districts existing inventory system.**

A physical asset inventory is conducted every two years at each site. The last asset inventory was conducted summer 2013. The asset inventory verifies the description, name, serial or other identification number, acquisition date, original cost, and location of the items. The use, condition, date, and mode of

disposal of all equipment items with a market value of \$500 or more are maintained at each site.

- All Perkins expenditures, expended to supplement other funds, must be coded using one of the following goal codes 3800 - Secondary CTE, 6000 - ROCP, and 4360 - Adult CTE. Please describe the other local funding sources that your district uses to support the Career Technical Education programs (also required to be coded with goal code 3800, 6000 or 4630) in the Local Control Funding Formula.**

Annually, CTE programs receive general funding support through site budget allocations. Each CTE department receives an annual allocation to meet department financial needs. In addition, Title I and/or Title II funding is used to supplement professional development needs, ie: cost of substitute, conference fees, etc. The District is currently writing the Local Control Accountability Plan (LCAP), through a broad stakeholder input process. CTE is consider a high priority under the Access and Enrollment component of LCAP. A goal of of the plan is graduating students "College and Career Ready". Enhancing and expanding the CTE pathways offered is an action for this goal, of which Local Control funding will be allocated to support our CTE efforts.

- 4. Identify at least three measurable outcomes from the local CTE plan on which the LEA will focus in 2014–15.**

- 1) All CTE teachers will verify proof of outside industry experience.
- 2) Each AUHSD career pathway will have a post-secondary articulation agreement or an established collaboration, such as Dual Enrollment options for CTE students.
- 3) As appropriate, all CTE courses will be written to receive UC A-G approval.

LEA Sign-off Section



Section IV - CDE Review and Sign-off Section

☐ Section IV - Section Approval

Section V - Sequence of Courses to Be Funded

This section is used to budget expenditures for each Pathway in an Industry Sector.

Add Program

Only those Pathways identified in an LEA's approved Local CTE Plan, or submitted in a revision to the Local Plan may be supported by Perkins IV funds.

Program Detail

Site Name	Industry Sector	Career Pathway	Budget Amount
Across All Sites	Across Multiple Sectors	Across	\$67,107.00
Anaheim High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$7,000.00
Anaheim High	Building and Construction Trades	Residential and Commercial Construction	\$60,000.00
Cypress High	Arts, Media, and Entertainment	Design, Visual, and Media Arts	\$12,000.00
Cypress High	Arts, Media, and Entertainment	Production and Managerial Arts	\$6,000.00
Cypress High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$10,000.00
Cypress High	Information and Communication Technologies	Software and Systems Development	\$5,000.00
John F. Kennedy High	Arts, Media, and Entertainment	Production and Managerial Arts	\$22,000.00
John F. Kennedy High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$10,000.00
John F. Kennedy High	Marketing Sales and Service	Entrepreneurship/Self Employment	\$5,000.00
Katella High	Arts, Media, and Entertainment	Production and Managerial Arts	\$50,000.00
Katella High	Building and Construction Trades	Residential and Commercial Construction	\$40,000.00
Katella High	Hospitality, Tourism, and Recreation	Food Service and Hospitality	\$10,000.00
Loara High	Arts, Media, and Entertainment	Production and Managerial Arts	\$15,000.00
Loara High	Information and Communication Technologies	Networking	\$35,000.00
Loara High	Information and Communication Technologies	Software and Systems Development	\$20,000.00
Magnolia High	Building and Construction Trades	Residential and Commercial Construction	\$40,000.00
Magnolia High	Information and Communication Technologies	Games and Simulation	\$8,000.00
Oxford Academy	Marketing Sales and Service	Entrepreneurship/Self Employment	\$15,000.00
Savanna High	Arts, Media, and Entertainment	Production and Managerial Arts	\$18,000.00
Western High	Arts, Media, and Entertainment	Production and Managerial Arts	\$60,000.00
Western High	Health Science and Medical Technology	Biotechnology	\$20,000.00
		Total	\$535,107.00

Inventory Verification

Each LEA maintains a historical inventory system, which contains the description, name, serial or other identification number, acquisition date, original cost, and percentage of federal participation in the cost, location, use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown. [CEC 35268]

Anaheim Union High (131 - Secondary) conducts a historical inventory verification at least every 2 years for all of the following:

- Description
- Name
- Serial or other identification number
- Acquisition date
- Original cost
- Location (room)
- Use, condition, and date and mode of disposal of all equipment items acquired by it that has a market value of five-hundred \$500.00 or more per item. A reasonable estimate of the original cost may be used if the actual original cost is unknown.

☒ Yes ☐ No

Teacher Qualification

All CTE courses must be taught by an appropriately credentialed teacher as determined by the California Commission on Teacher Credentialing. The following are required for a teacher to be considered appropriately credentialed CTE teacher:

- Possesses a standard secondary, single-subject or designated-subject credential which authorizes the teaching of the CTE course(s) to which s/he is assigned, (a Single Subject, Designated Subject, Single Subject with Subject matter Authorization, New Career Technical Education Credential by industry sector)
- Has employment experience, outside of education, in the career pathway addressed by the CTE program or other evidence of equivalent proficiency. [CTE State Plan]

☐ All teachers in my LEA are appropriately credentialed CTE teachers

LEA Sign-off Section

☐ Sequence of Courses to Be Funded section is complete.

Section V - CDE Review and Sign-off Section

☐ Section V - Section Approval

Section VI - Budget and Expenditure Schedule

Object Code	At Least 85% of the grant must be spent in these areas						Not to exceed 10% of total expenditure	Not to exceed 5% of total expenditure	Total
	(A) Instruction (Including Career Technical Student Organizations)	(B) Professional Development	(C) Curriculum Development	(D) Transportation and Child Care for Economically Disadvantaged Participants	(E) Special Populations Services	(F) Research Evaluation and Data Development	(G) Career and Academic Guidance and Counseling for Students Participating in CTE Programs	(H) Administration or Indirect Costs	
1000 Certificated Salaries	\$500.00	\$17,050.00	\$4,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,050.00
2000 Classified Salaries	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
3000 Employee Benefits	\$0.00	\$4,700.00	\$500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$5,200.00
4000 Books/Supplies	\$431,300.00	\$7,000.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$438,300.00
5000 Services/Operating Expenses	\$12,500.00	\$10,500.00	\$0.00	\$0.00	\$0.00	\$0.00	\$22,000.00	\$0.00	\$45,000.00
6000 Capital Outlay	\$0.00	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$0.00
7000 Indirect Costs	N/A	N/A	N/A	N/A	N/A	N/A	N/A	\$24,557.00	\$24,557.00
Total	\$444,300.00	\$39,250.00	\$5,000.00	\$0.00	\$0.00	\$0.00	\$22,000.00	\$24,557.00	\$635,107.00

☐ Section VI - Section Approved

Section VII - Local CTE Plan Update

Applicants may update their local CTE plans annually, if necessary. Review the local CTE plan benchmarks and make adjustments to reflect progress or additions to the CTE program. This is particularly important if:

- ☐ New courses have been added to an existing program sequence.
- ☐ New sequences of courses have been developed for an existing industry sector.
- ☐ A new industry sector and the corresponding sequences of courses have been developed.

Are there any changes made to the local CTE plan for 2014-15?

☐ Yes ☒ No

Section VII - LEA Sign-off Section

☐ Local CTE Plan Update section is complete and ready for CDE review.

Section VII - CDE Review and Sign-off Section

☐ Section VII - Section Approved

Questions: Perkins Support Team | perkins@cde.ca.gov | 916-324-5706

California Department of Education
1430 N Street
Sacramento, CA 95814

Web Policy

ANAHEIM UNION HIGH SCHOOL DISTRICT
501 Crescent Way – P.O. Box 3520
Anaheim, CA 92803-3520

EDUCATIONAL CONSULTING AGREEMENT

THIS AGREEMENT is made and entered into this (Board Approval Date):

8 th	day of	May	2014
-----------------	--------	-----	------

by and between

Sports Concussion Institute

Independent Contractor, hereinafter referred to as "Consultant" and the Anaheim Union High School District, hereinafter referred to as "District."

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

WHEREAS such services and advice are not available at no cost from public agencies;
and

WHEREAS 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:

The consultant will provide Baseline Neurocognitive and Vestibular Testing using IMPACT and SWAY (a clinically tested balance assessment) respectively, for all high-risk student athletes as outlined on AUHSD Board Policy 8604 plus all wrestling and volleyball athletes district-wide up to a maximum of 3750 student-athletes tested. The consultant will also provide ten (10) 1-hour concussion education and professional development presentations, one (1) to each high school staff & personnel on the recognition of concussions including their signs and symptoms and return-to-learn/return-to-play recommendations. A brief concussion education and training will be provided to all student-athletes participating in testing on the understanding the dangers of playing with a concussion and the protocols that will need to be followed in their return-to-learn/return-to-play. In addition, the consultant will hold four (4) community-based education opportunities for parents and community members to learn about concussions, potential dangers of concussions, and what the return-to-learn/return-to-play protocols will be for our student-athletes should they sustain a concussion participating in athletics. In addition, our student-athletes would have access to the Return to Play Concussion Care Solution™ Concussion Insurance for all student-athletes tested, insurance offered through Dissinger Reed. Offered through a partnership between Dissinger Reed and SCI, access to a proprietary smartphone application to manage student-athlete welfare in relation to concussion management and a web-based portal access to student-athlete results of all neurocognitive testing of student athletes will be provided along with regular updated reports. The consultant will also provide up to \$625 credit for classroom coverage for teacher/athletic trainers (\$125/ea) and five (5) free registrations for those individuals to attend the 2015 National Summit hosted by the Consultant (Date TBD).

Site/School:	Anaheim HS, Cypress HS, Katella HS, Kennedy HS, Loara HS, Magnolia HS, Oxford Academy, Savanna HS, Western HS	Funds (Cost Center):	To be covered by CSAC EIA Safety Credits
--------------	---	----------------------	--

2. List of Other Supportive Staff or Consultants:

None

3. Consultant shall commence providing services under this AGREEMENT on:

Date:	7/1/2014
-------	----------

and shall diligently perform as specified and complete performance by:

Date:	6/30/2015
-------	-----------

Consultant shall perform said services as an independent contractor and not as an employee of the District. Consultant shall be under the control of the District as to the result to be accomplished and not as to the means or manner by which such result is to be accomplished.

4. District shall prepare and furnish the following information to Consultant, upon request, such information as is reasonably necessary to the performance of Consultant to this AGREEMENT:

Consultants will be provided access to the facilities needed to complete the baseline testing including computer labs, facilities to host educational seminars, and student rosters of sports being tested.

5. District shall pay Consultant the maximum amount of

\$26,250

for services rendered

to # of people:	3750	# hours per day:	TBD	# of days:	TBD
-----------------	------	------------------	-----	------------	-----

pursuant to this AGREEMENT. Payment shall be made 15 to 30 days after receipt of invoice. Consultant shall submit an invoice to District.

6. 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 Consultant. The notice shall be deemed given when received or no later than three (3) days after the day of mailing, whichever is sooner.
7. Consultant agrees to and shall hold harmless and indemnify District, its officers, agents, and employees from every claim or demand and every liability or loss, damage, or expense of any nature whatsoever, which may be incurred by reason of:
 - a. Liability for damages for death or bodily injury to person, injury to property, or any other loss, damage, expense sustained by Consultant or any person, firm, or corporation employed by Consultant upon or in connection with the services called for in this AGREEMENT except for liability for damages referred to above which result from the sole negligence or willful misconduct of District, its officers, employees, or agents.
 - b. Any injury to or death of persons or damage to property, sustained by any persons, firm, or corporation, including the District, arising out of, or in any way connected with the services covered by this AGREEMENT, whether said injury or damage occurs either on or off school district property, except for liability for damages which result from the sole negligence or willful misconduct of the District, its officers, employees, or agents.

Consultant, at Consultant's expense, cost, and risk, shall defend any and all actions, suits, or other proceedings that may be brought or instituted against the District, its officers, agents, or employees on any such claim, demand, or liability and shall pay or satisfy any judgment/lawsuit reimbursement that may be rendered against the District, its officers, agents, or employees in any action suit, or other proceedings as a result thereof.

8. This AGREEMENT is not assignable without written consent of the parties hereto.
9. Consultant and assistants shall comply with all applicable federal, state, and local laws, rules, regulations, and ordinances, including Worker's Compensation.
10. Consultant, if an employee of another public agency, certifies that Consultant shall 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 the AGREEMENT.

11. The following is a brief description of what will be achieved by Consultant as a result of this AGREEMENT:

The consultants will assess baseline neurocognitive and vestibular function of all high school student-athletes participating in designated high-impact sports. Student-athletes who potentially are at a higher risk or who present with potential complications will be identified and sites will be aware of additional risks involved. The consultants will educate site staff district wide in possible classroom implications of concussions on student-athletes and assist in the recognition of appropriate accommodations needed on a case-by-case basis. Consultants will also educate student-athletes of the risk of concussions and participation after a concussion.

12. What are the technical reasons Consultant is being hired as an Independent Contractor rather than an employee?

The consultants have specialized training and education in the recognition and treatment of concussions. The consultants also have access to resources that are not available in district.

List any technical support that will need to be supplied by District:

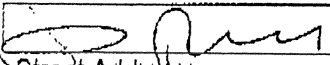
--

COMMON-LAW FACTORS
(IRS Revenue Rule 87-41)

Mark all items that are true for the intended Consultant (if completing on-line, double click the box to mark):

- ☐ **No Instructions:** The consultant will not be required to follow explicit instructions to accomplish the job.
- ☒ **No Training:** The consultant will not receive training provided by the employer. The consultant will use independent methods to accomplish the work.
- ☒ **Work Not Essential to the Employer:** The employer's success or continuation does not depend on the services of the consultant.
- ☐ **Right to Hire Others:** The consultant is being hired to provide a result and will have the right to hire others for actual work, unless otherwise noted.
- ☒ **Control of Assistants:** Assistants hired at consultant's discretion; consultant responsible for hiring, supervising, paying of assistants.
- ☐ **Not a Continuing Relationship:** If frequent, will be at irregular intervals, on call, or whenever work is available.
- ☒ **Own Work Hours:** Consultant will establish work hours for the job.
- ☒ **Time to Pursue Other Work:** Since specific hours are not required, consultant may work for other employers simultaneously, unless otherwise noted.
- ☒ **Job Location:** Consultant controls job location, under district discretion, whether on employer's site or not.
- ☒ **Order of Work:** Consultant, rather than employer, determines order or sequence of steps in performance of work.
- ☐ **No Interim Reports:** Only specific pre-determined reports defined in the consulting agreement.
- ☒ **Basis of Payment:** Consultant paid for services rendered, if applicable (see Agreement #4); total compensation set in advance of starting the job.
- ☒ **Business Expenses:** Consultant is responsible for incidental or special business expenses.
- ☒ **Tools and Equipment:** Consultant furnishes the identified tools and equipment needed for the job.
- ☒ **Significant Investment:** Consultant can perform services without using the employer's facilities. Consultant's investment in own trade is real, essential, and adequate.
- ☒ **Possible Profit or Loss:** Consultant does these (check valid items):
 - ☒ Hires, directs, pays assistants
 - ☒ Has equipment, facilities
 - ☒ Has a continuing and recurring liability
 - ☒ Performs specific jobs for prices agreed-upon in advance
 - ☒ Lists services in Business Directory
 - ☐ Other (explain) _____
- ☒ **Work for Multiple Employers:** Consultant may perform services for more than one employer simultaneously, unless otherwise noted.
- ☒ **Services Available to the General Public** (check valid items):
 - ☒ Maintains an office
 - ☒ Business license
 - ☒ Business signs
 - ☒ Advertises services
 - ☒ Lists services in Business Directory
 - ☐ Other (explain) _____
- ☐ **Limited Right to Discharge:** Consultant not subject to termination as long as contract specifications are met, unless otherwise noted (see Agreement #5 and #11).
- ☒ **No Compensation for Non-Completion:** Responsible for satisfactory completion of job; no compensation for non-completion.

IN WITNESS WHEREOF, the parties hereto have caused this AGREEMENT to be executed:

CONSULTANT:		DISTRICT:	
Typed Name of consultant (same as page 1):			
Sports Concussion Institute		Anaheim Union High School District	
Typed Name/Title of Authorized Signatory:		Typed Name of Assistant Superintendent:	
Dr. Tony Strickland, Institute Director		Dr. Paul Sevillano	
Authorized Signature:		Signature of Assistant Superintendent:	
			
Street Address:		Street Address:	
2400 E. Katella Avenue, Suite 450		501 Crescent Way, P.O. Box 3520	
City, State, Zip Code		City, State, Zip Code	
Anaheim, CA 92806		Anaheim, CA 92803-3520	
Date:		Date:	
4-29-14			

Mark Appropriately:

Independent/Sole Proprietor:	
Corporation:	
Partnership:	
Other/Specify:	

Social Security Number* or Federal Identification Number*

	51-0542721
--	-------------------

*Or, initial below:

	I have completed a new IRS Form W-9 that will be submitted directly to AUHSD Accounting.
--	--

Telephone Number:

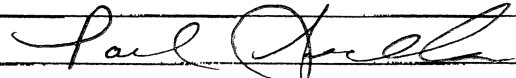
E-mail Address:

310.643.9595	
---------------------	--

If a company/corporation is being approved, the signature must be that of a responsible person.
Typed company/corporation/individual's name must be identical to that on page 1.

PRINCIPAL/DISTRICT ADMINISTRATOR:

Signature of Principal or District Administrator (sign prior to submitting to District indicating review and approval):

Signature:		Date:	4/29/14
------------	---	-------	----------------



CONTRACT FOR E-RATE COMPLIANCE SERVICES

This agreement is made and entered into this 8th day of May, 2014 by and between **Anaheim Union High School District**, a local education agency under the laws of the State of California ("District") and CSM Consulting, Inc., a California Corporation ("Consultant").

RECITALS

- A. District desires to have a Consultant to prepare documentation, forms and applications regarding the Federal Communications Commission ("FCC") E-Rate program.
- B. District has the authority to enter into an Agreement with a Consultant for purposes of complying with the FCC E-Rate program.
- C. Consultant is duly qualified to provide the services called for in this Agreement in consideration for the fee stipulated in this Agreement.

I. CONSULTANT'S RESPONSIBILITIES

1. Shall provide to District completed forms and processes related to all Priority One and Priority Two applications of the Federal Communications Commission E-Rate filings with the schools and library division ("SLD") for filing year 2015-2016 also known as Funding Year Eighteen (18). Services provided under this agreement to include the following:
 - Advise and coordinate the preparation and filing of FCC Forms: 470, 471, 486 and 500.
 - Advise and coordinate the preparation and filing of:
 - Item 21 Attachments
 - Form 472 (Billed Entity Applicant Reimbursement Form) and/or vendor specific discount forms (i.e. Data Gathering Form, Existing Services List, etc.)
 - Implementation Deadline Extension Request (ImDER)
 - Invoice Deadline Extension Request (IDER)
 - Service Provider Identification Number (SPIN) Change Requests
 - Service Substitution Requests
 - Service Certifications (standard)
 - Response to the following requests from USAC:
 - Program Integrity Assurance (PIA)
 - Selective Review Information Request (SRIR) related to a contracted filing year (current)
 - Payment Quality Assurance (PQA)
 - Invoice reconciliation for previous funding year disbursements
2. Up to two onsite meetings with District per funding year to assess technology and telecommunications needs as they relate to the upcoming application period.
3. Act as District's main point of contact with the SLD.
4. Advise District on E-Rate compliance including updates on rule or regulatory changes, as applicable.

II. DISTRICT RESPONSIBILITIES

1. Provide all required information and data for filing all forms with the SLD for Year 18 in a timely manner.
2. Take such official action, such as review of Consultants drafts and promptly sign and return all forms required for filing with a third party in a timely manner so that Consultant can perform its obligations under this Agreement.
3. Promptly pay Consultant its fee for services rendered. All payments are due and payable within 30 days after delivery to the District of the invoice.
4. Sign, date and certify all forms filed by Consultant on District's behalf.

III. MISCELLANEOUS

1. **Term.** Until all issues with Year 18 E-rate are resolved.
2. **Modifications.** This Agreement may be modified only by a written amendment to this Agreement, executed by both parties.
3. **Independent Contractor.** While engaged in carrying out and complying with the terms and conditions of the Agreement, Consultant is an independent contractor and not an officer, employee, or agent of the District.
4. **Additional Professional Services.**
 - A. At the written request of the District, the Consultant will provide additional Professional Services based upon the following hourly rates.

Officer/Principal	\$175 per hour
Information Technology Consultant	\$150 per hour
Lead Consultant	\$120 per hour
Specialist II	\$90 per hour
Specialist I	\$60 per hour

Such service costs are not included in the cost of services amount in the contract for E-Rate Compliance Services in **E-Rate Services Pricing Proposal (APPENDIX A)** of this agreement. These Professional Services may include but are not limited to the following:

- RFPs/RFIs/RFQs, etc.
- Surveys (alternate discount method)
- Technical Specifications
- Comprehensive Technology Plan Writing
- Coordination of response to Special Compliance Reviews
- Assistance with procurement process
- Technology needs assessment, subject to guidelines provided by the District.
- Preparation of USAC and/or FCC appeals
- Technology Plan and Technology Plan Addenda preparation
- On-site audit support
- On-site meetings exceeding the quantity specified under "Consultant's Responsibilities" (including attendance at Board meeting or other special meetings)
- Preparation of documentation/reports/presentations for Board meetings or other special meetings

- Travel expenses for any non-inclusive on-site meetings including hourly rate, standard mileage reimbursement and actual accommodation/travel expense (including airfare if applicable)

B. If it is determined after **Master Technology Plan Review** that the District Technology Plan does not align with upcoming E-Rate applications, Consultant will work with the District to develop updated language as appropriate for filing a Technology Plan Addendum with CTAP (or USAC-certified Technology Plan Approver (TPA)) in compliance with program rules. The service will be provided at a fixed cost of \$1,500 per year. The cost of this service is **not** included in the cost of services amount for Services relating to E-Rate in the Pricing Proposal of this agreement. **Comprehensive Technology Plan Writing** is also available as an **Additional Professional Service** (as defined in **Detailed Scope of Services**).

NOTE: This is for updates to current plans only.

Please check the appropriate box for designation of service ☐ Yes ☒ No

5. **Conflict of Interest.** No business or personal relationship exists between any school employee and the service provider.
6. **Attorney's Fees and Costs.** In any litigation, arbitration or other proceeding by which one party either seeks to enforce its rights under this Agreement (whether in contract, tort, or both) or seeks a declaration of any rights or obligations under this Agreement, each party shall bear its own attorney fees, together with any costs and expenses to resolve the dispute and to enforce the final judgment.
7. **Severability.** If any term of this Agreement is held by a court of competent jurisdiction to be void or unenforceable, the remainder of this Agreement shall remain in full force and effect and shall not be affected.
8. **Notices.** All notices that are required to be given by one party to the other under this Agreement shall be in writing and shall be deemed to have been given if delivered personally or enclosed in a properly addressed envelope postage prepaid and deposited with a United States Post Office for delivery by first class and certified mail addressed to the parties at the following addresses, unless such addresses are changed by notice, in writing, to the other party.


Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92801

CSM Consulting, Inc.
P.O. Box 4408
El Dorado Hills, CA 95762-0018

9. **Limitation of Liability.** The aggregate liability in connection with any claim arising out of or relating to this agreement whether in contract, tort or otherwise, shall be limited to an amount equivalent to the fee(s) paid by the District to Consultant for services performed pursuant to this Agreement. Consultant shall not in any circumstances be liable to District, whether in contract, tort or otherwise, for any special, indirect, incidental, or consequential damages of any kind whatsoever whether Consultant is made aware in any way due to, resulting from, or arising in connection with the services performed by Consultant pursuant to this Agreement. District's right to monetary damages listed above in that amount shall be in lieu of all other remedies that District may have.

10. **Governing Law.** The validity of this Agreement and each of its terms and provisions, as well as the rights and duties of the parties under this Agreement, shall be construed pursuant to and in accordance with the law of the State of California.
11. **Authority.** The individuals executing this Agreement represent and warrant that they have the legal capacity and authority to execute and contractually bind their respective legal entities.
12. **Entire Agreement.** This Agreement, set forth as Appendix A, the "E-Rate Services Pricing Proposal", supersedes any and all other agreements, whether oral or in writing, between the parties with respect to the subject of this Agreement. This Agreement contains all of the covenants and agreements between the parties with respect to the subject of this Agreement, and each party acknowledges that no representations, inducements, promises, or agreements have been made by or on behalf of any party except the covenants and agreements embodied in this Agreement. No agreement, statement, or promise not contained in this Agreement shall be valid or binding on the parties with respect to the subject of this Agreement.

Executed at Anaheim, California, on the day and year set forth above.



_____, Vice President
David T. Cichella

_____, Title Asst. Superintendent, Ed Division

Dr. Paul Sevillano Print Name
Anaheim Union High School District

AUTHORITY TO COMMUNICATE – Letter of Agency (LOA)

This ATC/LOA (Agreement) entered into on this 7/1/14 day of 6/30/15, 2014 by and between **CSM Consulting, Inc.**, *Consultant Registration Number 16043564*, a California Corporation ("Consultant") and **Anaheim Union High School District**, a local education agency under the laws of the State of California ("District"). Consultant's authority to communicate shall remain in effect during the term of the "E-Rate Services" consulting contract.

Consultant and District determines it is necessary to prepare documentation, forms and applications regarding the Federal Communications Commission ("FCC") E-Rate program.

District grants to Consultant the authority to investigate and communicate, in any form, with any telecommunication company, service provider or the Schools and Libraries Division with regard to the E-Rate Program on District's behalf. Consultant acknowledges that nothing contained herein shall constitute a principal and agent relationship or be construed to evidence the intention of the District to constitute such. The District represents and warrants that the officer executing this Agreement has been duly authorized.

The term of this assignment is from the date of final execution (above) until all issues with E-Rate Years 2004, 2005, 2006, 2007, 2008 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016 and 2017 are resolved or June 30, 2018. When executed, this agreement is authorization for all employees of Consultant to communicate on behalf of the District in performance of the duties outlined herein.

Anaheim Union High School District

Name: _____

Print Name: Dr. Paul Sevillano

Title: Asst. Superintendent, Ed Division

APPENDIX A

E-RATE SERVICES PRICING PROPOSAL

This proposal for **Anaheim Union High School District** is to provide the services set forth under Section I of the Agreement for Services Relating to E-Rate.

The cost for services rendered regarding the E-Rate application process as referred to in Section I of this agreement shall amount to \$27,600 per year. Invoices for services will be provided monthly beginning at final execution and continue through June 30, 2015.

March 19, 2014



_____, Vice President
David T. Cichella

CSM Consulting, Inc.
4671 Golden Foothill Pkwy, Ste. 101
El Dorado Hills, CA 91764

Instructional Materials Submitted for Adoption

May 8, 2014

April 17, 2014-May 8, 2014

Curriculum	Basic/ Suppl	Course Name/ Number	GR	Title	Publisher
Math	supple.	Mathematics Grade 7 Course #6128, 6203	7	<i>Connecting Math Concepts Level B</i>	McGraw Hill
Math	supple.	Mathematics Grade 7 Course #6128, 6203	7	<i>Connecting Math Concepts Level D</i>	McGraw Hill
English	supple.	Intensive Literature Course #6024, 6103, 6074, 6184	7-12	<i>Decoding Strategies</i>	SRA
English	supple.	Intensive Literature Reading Course #6103, 6024, 6074, 6184	7-12	<i>Language for Thinking</i>	SRA McGraw Hill
English	supple.	Intensive Literature Reading Course #6103, 6024, 6074, 6184	7-12	<i>Language for Writing</i>	SRA
English	supple.	Intensive Literature Reading Course #6103, 6024, 6074, 6184	7-12	<i>Reading Mastery Signature Edition</i>	SRA McGraw Hill
English	supple.	Intensive Literature Course #6024, 6103, 6074, 6184	7-12	<i>Language for Learning Workbook A/B</i>	SRA
English	supple.	Intensive Literature Course #6024, 6103, 6074, 6184	7-12	<i>Language for Learning Workbook C/D</i>	SRA
English	supple.	Intensive Literature Reading Course #6103, 6024, 6074, 6184	7-12	<i>Comprehension Skills</i>	SRA

Instructional Materials Submitted for Display May 8, 2014 May 9, 2014-May 29, 2014					
Curriculum	Basic / Suppl	Course Name/ Number	GR	Title	Publisher
History	Basic	AP European History Course #2850	10-12	<i>A History of Western Society</i>	Bedford St. Martins
Math	Suppl.	Calculus AB HP Course #3800	11-12	<i>Acing AP Calculus AB & BC</i>	Greenhall Publishing
Math	Suppl.	AP Calculus AB & BC Course #3800	11-12	<i>Acing AP Calculus AB & BC</i>	Greenhall Publishing
Math	Suppl.	Calculus AB HP (AB) Course #3800	11-12	<i>Multiple Choice to Prepare for the AP Calculus AB Exam</i>	Mathboat
Math	Suppl.	Calculus AP (BC) Course #3800	11-12	<i>Multiple Choice & Free Response Questions in Preparation for AP Calculus (BC) Student Workbook and Solutions Manual</i>	D & S Marketing Systems

SCHEDULE A**STUDENT IN NONPUBLIC SCHOOL UNDER EC 56030
Addendum Regular School Year 2013-14**

STUDENT	DOB	GRADE	BOARD APPROVAL DATE	NONPUBLIC SCHOOL	TOTAL CONTRACT COST*
SYS-099	03-07-95	12	5-8-14	Devereux Texas Treatment	\$106,043.27

*Includes transportation costs, if applicable.

Field Trip Report

Board of Trustees

May 8, 2014

1. Anaheim High School–BROS Club (48 male students); Ryan Ruelas (male) adviser; Scott Scheppens (male), Alfonso Rodriguez (male), Oscar Reyes (male), Saul Viramontes (male), EJ Saucedo (male), chaperones.

To: Northern CA
 Dates: May 27, 2014–May 29, 2014
 Purpose: College Exploration
 Expenses: ASB/Club Fundraisers: Transportation, substitutes
 Parent/Student: Meals
 Other (University California Santa Cruz Housing): Accommodations

Number of school days missed for this trip: 3
 Number of school days missed previously: 1
 Total number of days missed by this group: 4

2. Cypress High School–FBLA (Future Business Leaders of America) (2 students; 1 male, 1 female); Don King (male) adviser; Sharon King (female), chaperone.

To: Nashville, TN
 Dates: June 25, 2014–June 30, 2014
 Purpose: FBLA State Competition
 Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
 Parent/Student: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
 Number of school days missed previously: 2
 Total number of days missed by this group: 2

3. Kennedy High School–ASB (46 students; 18 male, 28 female); Hilda Vazquez (female) adviser; Paul Chylinski (male), David Sporn (male), Scott Wilmoth (male), Allen Carter (male), Kaiti Childers (female), Shari Scott-Sawyer (female), April Monera (female), Sarah Anderson (female), Katrina McNeil (female), Melanie Yogurtian (female), Doug Wager (male), David Kim (male), Tina Matic (female), Jon Hogencamp (male), chaperones.

To: San Diego, CA
 Dates: June 18, 2014–June 20, 2014
 Purpose: Leadership Retreat
 Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
 Parent/Student: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
 Number of school days missed previously: 0
 Total number of days missed by this group: 0

4. Loara High School–Choir (41 students; 16 male, 25 female); David Rigsby (male) adviser; Sean McCleary (male), Rima Lupovici (female), Margie Villareal (female), Lenny Diaz (female), Angelica Oregel (female), chaperones.

To: Valencia, CA

Field Trip Report

Board of Trustees

May 8, 2014

Dates: May 30, 2014–May 31, 2014
Purpose: Choral Festival
Expenses: ASB/Club Fundraisers: Substitutes
Parent/Student: Meals, transportation, accommodations
Booster Club: Transportation, accommodations

Number of school days missed for this trip: 2 periods
Number of school days missed previously: 0
Total number of days missed by this group: 2 periods

5. Oxford Academy–ASB (29 students; 9 male, 20 female); David Kim (male) adviser; Tina Matic (female), Hilda Vasquez (female), Sarah Anderson (female), Katrina Tweed (female), Paul Chylinski (male), David Sporn (male), Alan Carter (male), Doug Wager (male), Scott Wilmoth (male), Melanie Yourtian (female), Jason Fish (male), Shari Scott-Sawyer (female), Toni Stroud (female), Terry Dancer (female), chaperones.

To: San Diego, CA
Dates: June 18, 2014–June 20, 2014
Purpose: Leadership Camp
Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
Parent/Student: Registration, meals, transportation, accommodations

Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

6. RATIFICATION: Savanna High School–Every 15 Minutes (27 students; 11 male, 16 female); Jon Hogencamp (male) adviser; Stacey Silberman (female), Robert Nakayama (male), Amber Hoffman (female), chaperones.

To: Anaheim, CA
Dates: April 16, 2014–April 17, 2014
Purpose: Every 15 Minutes Program
Expenses: Other (Donations/California Highway Patrol Grant): Transportation, accommodations
ASB/Club Fundraisers: Meals, substitutes

Number of school days missed for this trip: 1
Number of school days missed previously: 0
Total number of days missed by this group: 1

7. Savanna High School–MESA (Mathematics, Engineering, and Science Achievement) (13 students; 9 male, 4 female); Allan Stuart (male) adviser; Clay Elliott (male), Jacqueline Stuart (female), chaperones.

To: Temecula, CA
Dates: May 15, 2014–May 18, 2014
Purpose: Solar Cup Challenge
Expenses: Outside Source (Metropolitan Water District): Registration, meals
ASB/Club Fundraisers: Meals, transportation, accommodations, substitutes

Field Trip Report

Board of Trustees

May 8, 2014

Parent/Student: Meals

- 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
8. Western High School–ASB (38 students; 16 male, 22 female); Carole Casto (female) adviser; Brenna Clymer (female), Krisdee Kanaly (female), Monique Flores (female), Marvin Davis (male), Jaime Flores (male), chaperones.
- To: Fullerton, CA
Dates: May 9, 2014-May 10, 2014
Purpose: Leadership Retreat
Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
- Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0
9. Western High School–Cheer (30 female students); Kristen Van Well (female) adviser; Kirsten Shank (female), chaperone. Chaperones from the organization will assist in meeting District guidelines.
- To: Orange, CA
Dates: July 18, 2014–July 20, 2014
Purpose: Cheer Camp
Expenses: Parent/Student: Registration, meals, accommodations
Other (Athletic Transportation Account): Transportation
- Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0
10. Western High School–ASB (27 students; 13 male, 14 female); Carol Casto (female) adviser; Brenna Clymer (female), Lorena Dayton (female), Sarah Galasso (female), Marvin Davis (male), Danny Dayton (male), Chris Moses (male), chaperones.
- To: Santa Barbara, CA
Dates: August 13, 2014–August 15, 2014
Purpose: Leadership Conference
Expenses: ASB/Club Fundraisers: Registration, meals, transportation, accommodations
Parent/Student: Registration, meals, transportation, accommodations
- Number of school days missed for this trip: 0
Number of school days missed previously: 0
Total number of days missed by this group: 0

STUDENT TEACHING AGREEMENT

THIS AGREEMENT, made and entered into this 1st day of September, 2014, by and between BIOLA UNIVERSITY, Inc., and **ANAHEIM UNION HIGH SCHOOL DISTRICT** hereinafter called the DISTRICT:

WITNESSETH

WHEREAS, BIOLA UNIVERSITY has been accredited by the State of California to offer a course in Student Teaching that can be applied toward teaching credential requirements; and

WHEREAS, such an offering necessitates an agreement with a school district,

NOW, THEREFORE, it is mutually agreed between the parties hereto as follows;

SPECIAL PROVISIONS

PARTIES: BIOLA UNIVERSITY, LA MIRADA, CALIFORNIA
ANAHEIM UNION HIGH SCHOOL DISTRICT

TERM: September 1, 2014 to September 1, 2016

SERVICES: Not to exceed 15 Student Teaching Assignments.

RATE AND AMOUNT: \$15.00 per unit of Student Teaching, per session.

METHOD OF PAYMENT: The above amounts are paid directly to the master teachers.

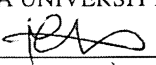
GENERAL TERMS

1. "Student Teaching" as used herein and elsewhere in the agreement means active participation in the daily duties and functions of classroom teaching in classes implementing state-adopted academic core curriculum. The employees providing direct supervision and instruction to student teachers must hold valid teaching credentials, other than provisional credentials, issued by the California Commission on Teacher Credentialing authorizing them to serve as classroom teachers. If a student is placed in an English Learner (EL) classroom, the supervising teacher will hold valid EL credentials issued by the California Commission on Teacher Credentialing. In the event an EL credentialed teacher is not available, previous experience teaching English learners is required.
2. "Session of Student Teaching" as used herein and elsewhere in the Agreement is considered to be a full school day of Student Teaching for one semester or half day of Student Teaching for two semesters.
3. The District shall provide teaching experience through Student Teaching to schools and classes of the District not to exceed the number of Student Teaching assignments set forth in the special conditions. These students of Biola University shall possess valid Certificates of Clearance or have signed Affidavit For Certificate of Clearance. Such Student Teaching shall be provided in such schools or classes of the District, and under the direct supervision and instruction of such employees of the District, as the District and Biola University through their duly authorized representatives may agree upon.
4. The District may, at its sole discretion, refuse to accept for Student Teaching any student of Biola University assigned to Student Teaching in the District, and upon request of the District, Biola University shall terminate the assignment of any student of Biola University to Student Teaching in the District.
5. Biola University will pay the District for performance by the District for all services required to be performed by the District under this Agreement at the aforesaid rates for each session of Student Teaching. In addition, all Worker's Compensation insurance related to Biola student teachers shall be the responsibility of Biola University.
6. An assignment of a student of Biola University to Student Teaching in schools or classes of the District shall be, at the discretion of Biola University, either for one or two eight week sessions for multiple subject candidates, for an entire semester or its equivalent for single subject candidates, or for a complete summer session at either level.
7. In the event a student remains in a session of Student Teaching for longer than the stated period, the District shall receive additional payment at the rate of Fifteen dollars (\$ 15.00) per additional week.
8. In the event that the assignment of a student of Biola University to Student Teaching is terminated by Biola University for any reason after the student begins Student Teaching, the District shall receive payment for one assignment at the rate specified above as though there had been no termination of the assignment.
9. Within a reasonable time following the close of each session of Student Teaching, Biola University shall remit payment for the services rendered, at the rate provided herein, for all Student Teaching supervision provided by the District under and in accordance with this Agreement during said session.
10. Notwithstanding any other provisions of this Agreement, Biola University shall not be obligated by this Agreement to pay the District any amount in excess of the total sum set forth in the section on special provisions.
11. Each of the parties to this agreement agrees to indemnify, defend, and hold harmless the officers, agents, and employees of the other from any and all claims and losses accruing or resulting in connection with the performance of this agreement, and from any and all claims and losses accruing and resulting to any person, firm or corporation who may be injured or damaged by the actions arising directly out of the work to be performed pursuant to this agreement.

11. Each of the parties to this agreement agrees to indemnify, defend, and hold harmless the officers, agents, and employees of the other from any and all claims and losses accruing or resulting in connection with the performance of this agreement, and from any and all claims and losses accruing and resulting to any person, firm or corporation who may be injured or damaged by the actions arising directly out of the work to be performed pursuant to this agreement.

If any legal action is necessary to enforce the terms of this agreement or to settle a dispute concerning this agreement, the prevailing party shall be entitled to reasonable attorney's fees and court costs in addition to any other relief to which that party may be entitled.

BIOLA UNIVERSITY

by  Breanna Klott

Date 3/27/14

Title Manger of Purchasing

SCHOOL DISTRICT

by _____

Russell Lee-Sung

Date May 8, 2014

Title Assistant Superintendent, Human Resources

Agreement Number: 13-141-0211
Amendment #1

STUDENT FIELD PLACEMENT AGREEMENT


The original Agreement dated 02/22/11, between the Trustees of the California State University (CSU) on behalf of California State University Long Beach, hereinafter called "University" and Anaheim Union High School District, hereinafter called "Facility" for field placement of University students at Facility is hereby amended as follows.

TERM AND TERMINATION – the term of this agreement is hereby extended through 06-30-2019

All other terms and conditions remain the same.

California State University Long Beach
1250 Bellflower Blvd., BH-346
Long Beach, CA 90840-0123

Anaheim Union High School District
501 N. Crescent Way
Anaheim, CA 92803



Authorized Signature

Mary Ann Odell
Risk Analyst

Date: 4/10/14

Authorized Signature Assistant Superintendent
Russell Lee-Sung, Human Resources
(Print Name and Title)

(714) 999-3552 _____
(Phone) (Fax)

Date: May 8, 2014



CHAPMAN
UNIVERSITY
Orange, California 92866

SUPERVISED FIELDWORK AND STUDENT TEACHING AGREEMENT

Speech Language Pathologist

This Agreement is made and entered into by and between Chapman University hereinafter called the "UNIVERSITY," and the **Anaheim Union High School District**, hereinafter called "FIELDWORK SITE."

I. RESPONSIBILITIES OF THE UNIVERSITY

- A. The UNIVERSITY will assure that the student shall have completed the necessary educational prerequisites, to be eligible for supervised fieldwork including proof of negative TB test current within one year of supervised fieldwork and issuance of finger print clearance.
- B. The UNIVERSITY shall designate a faculty or staff member to coordinate, consult, and collaborate with the Speech Language Pathologist or district designee of the FIELDWORK SITE, the activities of each student assigned to FIELDWORK SITE and student fieldwork experience.
- C. The UNIVERSITY shall complete periodic observations and/or evaluations of the student regarding his/her performance at the FIELDWORK SITE as per arrangement between the UNIVERSITY faculty or staff member and the FIELDWORK SITE supervisor.
- D. The UNIVERSITY may provide monetary compensation for services rendered by the FIELDWORK SITE in an amount not to exceed the actual cost of the services rendered by the FIELDWORK SITE per Appendix A, as attached and incorporated by reference.

II. RESPONSIBILITIES OF THE FIELDWORK SITE

- A. The FIELDWORK SITE shall provide students with experiences with a student population that is diverse in terms of ethnicity, culture, language, socio-economics and/or special needs.
- B. The FIELDWORK SITE staff will promptly and thoroughly investigate any complaint by any participating student of unlawful discrimination or harassment at the FIELDWORK SITE or involving employees or agents of the FIELDWORK SITE, take prompt and effective remedial action when discrimination or harassment is found to have occurred, and promptly notify the UNIVERSITY of the existence and outcome of any complaint of harassment by, against, or involving any participating student.
- C. The FIELDWORK SITE staff will provide, upon request by any participating student, such reasonable accommodations at the FIELDWORK SITE as required by law in order to allow qualified disabled students to participate in the program.
- D. To provide for emergency health care of the student in case of accident at the expense of the student.

- E. To provide all participating students with a copy of the FIELDWORK SITE'S rules, regulations, policies, and procedures with which the students are expected to comply and notify the UNIVERSITY of any change in its personnel, operation, or policies which may affect the field education experience.
- F. Comply with all federal, state and local statutes and regulations applicable to the operation of the program, including without limitation, laws relating to the confidentiality of student records.
- G. The FIELDWORK SITE staff shall comply with APPENDIX B regarding the FIELDWORK SITE'S supervision of UNIVERSITY students, as attached and incorporated by reference.

III. THE PARTIES MUTUALLY AGREE

- A. The FIELDWORK SITE shall provide field experiences in such schools or classes of the FIELDWORK SITE and under the direct supervision and instruction of such employees of the FIELDWORK SITE, as specified by the duly authorized representatives of the FIELDWORK SITE and the UNIVERSITY.
- B. The FIELDWORK SITE may, for good cause, refuse to accept for field experiences, or terminate the field experience assignment of any student of the UNIVERSITY assigned to the FIELDWORK SITE in writing. Prior to removal of a student, the FIELDWORK SITE shall consult with the UNIVERSITY about its concerns and proposed course of action. The UNIVERSITY may terminate the field experience assignment or student teaching assignment of any student of the UNIVERSITY at the FIELDWORK SITE at any time, and may do so if the FIELDWORK SITE so requests in writing with a statement of reasons why the FIELDWORK SITE desires to have the student withdrawn.
- C. Neither party shall discriminate in the assignment of students on the basis of race, color, disability, sex, religion, national origin, ancestry, sexual orientation, or any other basis prohibited by law.
- D. The UNIVERSITY agrees to indemnify, hold harmless, and defend the FIELDWORK SITE, its agents, and employees from and against all loss or expense (including costs and attorney fees) incurred by or threatened against the FIELDWORK SITE related to this Agreement and arising from the negligence of the UNIVERSITY, its agents, representatives, or employees.
- E. The FIELDWORK SITE agrees to indemnify, hold harmless, and at the UNIVERSITY'S request, defend the UNIVERSITY, its trustees, agents, representatives, and employees from and against all loss or expenses (including costs and attorney fees) incurred by or threatened against the UNIVERSITY related to this Agreement and arising from the negligence of the FIELDWORK SITE, its agents, or employees.
- F. University and Fieldwork Site each agree to maintain insurance or a program of self insurance throughout the term of this Agreement as follows:
 - i. General liability coverage, written on an occurrence form, with limits of One Million Dollars (\$1,000,000) per occurrence and Three Million Dollars (\$3,000,000) in the aggregate, and
 - ii. Professional liability insurance written on a claims-made form or Occurrence form, with limits of One Million Dollars (\$1,000,000) per claim/occurrence and Two Million Dollars (\$2,000,000) in the aggregate. University shall provide coverage for students under school's professional liability policy or shall ensure that all students maintain individual professional liability insurance coverage with limits of not less than One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) in aggregate, and
 - iii. University and Fieldwork Site shall maintain statutory Workers' Compensation coverage on their respective employees working at Fieldwork Site pursuant to this Agreement. The parties agree that the students are considered learners who are fulfilling specific requirements for field

experiences as part of a degree and/or credential requirement. Therefore, regardless of the nature or extent of the acts performed by them, students are not to be considered employees or agents of either the UNIVERSITY or the FIELDWORK SITE for any purpose including Workers' Compensation or any other employee benefit programs. The students shall not be entitled to any monetary remuneration for services performed by them in the course of their training, and

- iv. University and Fieldwork Site shall provide certificates of insurance evidencing all coverage described herein, naming the other party as a Certificate Holder with policy endorsements for Waiver of Subrogation against the other party and naming the other party as an Additional Insured with respect to General Liability coverage. Such evidence will be provided on a basis consistent with the effective date of this Agreement and annually thereafter. Each party shall provide the other party with written notice at least thirty (30) days in advance of any material modification or cancellation of such coverage. With respect to individual policies of insurance maintained by students, such evidence will be provided prior to the date when any new student commences participation in the Program(s).
- G. Both parties acknowledge 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.
- H. Any failure of a party to enforce that party's right under any provision of this Agreement shall not be construed or act as a waiver of said party's subsequent right to enforce any provisions contained herein.
- I. Notices required or permitted to be provided under this Agreement shall be in writing and shall be deemed to have been duly given if mailed first class to the parties that signed this agreement and to the addresses below.

INFORMATION ON SCHOOL DISTRICT:

Attn: Russell Lee-Sung,
Assistant Superintendent
Anaheim Union High School District
501 Crescent Way
Anaheim, CA 92803

UNIVERSITY CONTACT INFORMATION:

Attn: Executive Vice President/COO
Chapman University
One University Drive
Orange, CA 92866

- J. 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.
- K. In the event of any material default under this Agreement, which default remains uncured for a period of twenty-one (21) days after receipt of written notice of such default, or in the event of the loss of WASC accreditation by the UNIVERSITY, this Agreement may be immediately terminated by the non-defaulting party.
- L. This Agreement fully supersedes any and all prior agreements or understandings between the parties or any of their respective affiliates with respect to the subject matter hereof. No change, modification, addition, amendment, or supplement to this Agreement shall be valid unless set forth in writing and signed and dated by both parties hereto subsequent to the execution of this Agreement.
- M. This Agreement shall be construed in accordance with the laws of the State of California in effect at the time of the execution of this Agreement. Should either party institute legal action to enforce any obligation contained herein, it is agreed that the proper venue of such suit or action shall be Orange County, California.

- N. This Agreement may be executed in one or more counterparts, each of which shall constitute one and the same agreement. Further, the parties may execute this Agreement via fax or electronic mail transmission. A true and correct copy of this Agreement, as executed by the parties, may be used in lieu of an original for all purposes permitted by law.

IV. TERM AND TERMINATION OF AGREEMENT

- A. THE TERM of this Agreement shall be effective July 1 , 2014 and shall continue in full force and effect through July 1, 2019 This Agreement may be renewed for one (1) additional term of the contract by mutual written consent of the parties.
- B. THIS AGREEMENT may be terminated by either the UNIVERSITY or the FIELDWORK SITE with or without cause upon thirty (30) days written notice provided that (subject to the other terms of this Agreement) all students performing fieldwork at the time of notice of termination are given the opportunity to complete their fieldwork at the Fieldwork Site.

SIGNATURES:

FIELDWORK SITE: Signature: _____
Name: Russell Lee-Sung
Title: Assistant Superintendent, Human Resources
Date: _____

UNIVERSITY: Signature: _____
Name: Harold W. Hewitt, Jr.
Title: Executive Vice President & COO
Date: _____

Appendix A
Payment for Master Teachers for Speech Language Pathologists

\$350 Master Teacher stipend for 14 week session of full time field work placement consisting of 1-3 units for Speech Language Pathology Services Credential candidates

METHOD OF PAYMENT: Stipend is to be paid directly to the school district.

In the event the field experience of a UNIVERSITY student is terminated by the UNIVERSITY and/or the FIELDWORK SITE for any reason after the student has been in the field experience for a minimum of two weeks, FIELDWORK SITE shall receive payment for one assignment on account of each student as though there had been no termination of the assignment. Said payment to exceed no more than six (6) units per session of terminated assignment.

Within thirty (30) days following the close of each semester or academic session of the UNIVERSITY, the FIELDWORK SITE shall submit an invoice, in triplicate, to the UNIVERSITY for payment at the rate provided therein for all field experiences provided by the FIELDWORK SITE under and in accordance with this agreement during said session. This process may be altered according to individual districts procedures as to the manner in which the invoicing will proceed so long as the parties mutually agree to such alteration in advance.

Appendix B

Specific Supervision Requirements

Graduate students in the Communication Sciences and Disorders (CSD) Program at Chapman University who are preparing to become speech language pathologists take part in the following fieldwork assignments:

1. 45 hours of supervised fieldwork with a licensed, credentialed speech language pathologist at an agreed upon site in their first year of the masters program, or
2. 105 hours of supervised fieldwork with a licensed, credentialed speech language pathologist at an agreed upon site in their second year of the masters program, or
3. a special assignment of supervised fieldwork with a licensed, credentialed speech language pathologist at an agreed upon site, not to exceed 15 weeks.

University supervisors observe fieldwork students at least twice during the fieldwork assignment. At designated times, on-site supervisors provide written and oral evaluation information to the university supervisors who determine and record the grades.

Human Resources Division, Certificated Personnel

Board of Trustees
May 8, 2014

Page 1 of 3

1. Resignations/Retirements, effective as noted:

Delgado, Bonnette; Retirement, 4/15/14

Ewing, Donald; Retirement, 6/12/14

Garcia, Gabe; Resignation, 6/12/14

Lepowsky, Bernice; Resignation, 6/12/14

Resnick, Joshua; Resignation, 6/12/14

Ullrich, Paul; Resignation, 6/12/14

2. Leaves of Absence:

Balmages, Carolyn, for child bonding/care, without pay but with health benefits from 4/14/14 through the end of the working day on 6/12/14.

Ek, David, compelling family matter, without pay and without health benefits from 8/21/14 through the end of the working day on 6/12/15.

Elder, Dean, Cypress, to serve as President of Teachers United/ASTA, effective for the 2014-15 school year, with pay and with benefits. The cost reimbursement by ASTA at the long-term substitute rate of pay per Board Policy 6306.

Kough, Kris, for military leave, with pay and with health benefits from 4/7/14 through the end of the working day on 4/25/14 and 6/9/14 through the end of the working day on 6/11/14.

3. Employment:**A. Classroom Teacher(s)/Probationary:**

		<u>Column</u>	<u>Step</u>
Erickson, Brian	4/11/14	3	1

B. Day-to-Day Substitute Teachers with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Carnes, Kasie	4/28/14	Rios, Veronica	4/18/14
Quadrelli-Jones, Cheryl	4/15/14	Ugale, Summer	4/15/14

C. Day-to-Day Substitute Counselor(s) with authorization to teach in subject areas where they have adequate preparation, effective as noted:

Rios, Veronica	4/18/14
----------------	---------

Human Resources Division, Certificated Personnel

Board of Trustees
March 11, 2014

Page 2 of 3

4. Extra Service Compensation:

- A. Additional Salary, for an extra period of coverage to be paid tenthsly and based on the individual's salary for 2013-14, effective as noted: (General Funds)

Serano, Frederico	4/14/14
Spandikow, Richard	4/28/14
Tweed, Katrina	4/21/14

- B. Additional Work Days, for the 2013-14 year, for the following curriculum specialists, with a \$4,000 stipend plus 10 additional days, at their per diem rate of pay. (General Funds)

Laurie Manville	Literacy/ELD Curriculum Specialist
-----------------	------------------------------------

5. Pay adjustments for the following military instructors for the JROTC/NJROTC program unless otherwise noted by military contract, effective as noted:

<u>Salary</u>	<u>Effective</u>	
Golden, Marixa	\$6,117.25	3/1/14

6. Volunteer Employee Aides, with coverage by Workers' Compensation Insurance, effective as noted:

Adeola, Adewale T.	4/15/14	Pfeiffer, Trisha L.	4/21/14
Adeola, Reina	4/15/14	Rivera-Cisneros, Dinora D.	4/22/14
Aguilar, Robert L.	4/9/14	Ryono, Robert K.	4/18/14
Carlisle, Geoffrey M.	4/17/14	Sanchez, Christina V.	2/11/14
Kester, Karen L.	4/15/14	Sanchez, Richard N.	4/17/14
Nishida, Shannon H.	4/17/14	Sedra, Myvel G.	4/18/14
Paynter, Stephane D.	4/18/14		

7. Change of contract for the following personnel who have completed the additional units and/or years of experience to advance on the salary schedule, effective as noted:

	<u>From</u>	<u>To</u>	<u>Effective</u>
Erickson, Brian	3 1	3 2	4/11/14
Hernandez, Sergio	3 4	4 4	2/1/14
Wetrosky, Marina	3 10	4 10	8/21/14

8. Extra Service Specialists, employment effective as noted:

Classified:

	<u>Salary</u>	<u>Term</u>	<u>Effective</u>
<u>Kennedy</u> Cabral, Anthony Softball, Freshman	\$2,596	Season	3/1/14
Hidalgo, Enrico Swimming, Boys, Asst. Frosh/Soph/JV	\$2,339	season	3/1/14

Human Resources Division, Certificated Personnel

Board of Trustees
May 8, 2014

Page 3 of 3

Okula, Eric Baseball, Asst. Varsity	\$2,300	Season	3/1/14
<u>Oxford</u> De Leon, Erick Volleyball, Boys, 8 th Grade	\$1,961	4 th Quarter	4/7/14
Garcia, Candace Softball, Intramural	\$1,961	4 th Quarter	4/7/14
Moore, Eric Softball, Sophomore	\$2,648	Season	3/1/14
<u>South</u> Scanlon, Steve Volleyball, Boys, 7 th Grade	\$980.50	4 th Quarter	4/7/14

Human Resources Division, Classified Personnel

EXHIBIT B B

Board of Trustees

May 8, 2014

Page 1 of 2

1. Retirements/Resignations/Terminations, effective as noted:

Costa, Pamela, Bus Driver, 04/10/2014, 39 Month Reemployment List

Gamboa, Avelina, Food Service Assistant I, 06/17/2014 (Revised Date)

Liedloff, Suzanne, Bus Driver, 04/22/2014, 39 Month Reemployment List

Makaena, Peggy, Bus Driver, 06/11/2014, Retirement

Resurreccion, Grace, Instructional Assistant–Behavioral Support, 04/22/2014,
Resignation

Young, Howard, Food Service Technician, 6/30/2014, Retirement

2. Employment and Promotions, effective as noted:

	<u>Range/Step:</u>	<u>Effective:</u>
Busleta, Juliana Substitute Instructional Assistant–Specialized Academic Instruction	43/01	04/07/2014
Busleta, Juliana Substitute Instructional Assistant–Special Youth Services	51/01	04/07/2014
Coronado-Rodriguez, Carmen Food Service Assistant I	41/01	04/22/2014
Del Carmen Fimbres, Maria Substitute Instructional Assistant–Special Youth Services	51/01	04/07/2014
Doblon, Emily Food Service Assistant I	41/01	04/14/2014
Giles, Abril Substitute Instructional Assistant–Specialized Academic Instruction	43/01	04/07/2014
Giles, Abril Substitute Instructional Assistant–Special Youth Services	51/01	04/07/2014
Gonzales, Derrick Food Service Assistant I	41/01	04/21/2014
Laguna, Elisa Substitute Food Service Assistant I	41/03	04/15/2014
Morillo, Rosita Substitute Secretary–Attendance	53/01	04/09/2014
Morillo, Rosita Substitute Secretary–Attendance (Bilingual)	53/01	04/09/2014

Human Resources Division, Classified Personnel

Board of Trustees
May 8, 2014

Page 2 of 2

Pereyra, Christina Substitute Office Assistant (Bilingual)	47/01	04/18/2014
Quintana, Orlando Substitute Custodian	48/01	04/14/2014
Rosas, Anna Substitute Secretary-Attendance	51/01	04/15/2014
Salgado-Madrigal, Maria Substitute Food Service Assistant I	41/01	04/14/2014
Tran, Ann Food Service Assistant I	41/01	04/14/2014

3. **Workability, current minimum wage or stipend of \$256 effective as noted:**
(Workability Grant Funds)

	<u>Effective</u>
Dorado, Luis	04/09/2014
Macias, Jordan	04/21/2014
Medina, Lorenzo	04/21/2014
Morfin, Alejandro	04/23/2014
Morris, Talia	04/21/2014
Palacios, Garrett	04/21/2014
Robinson, Jolienne	04/21/2014
Tadele, Samaria	04/21/2014
Thurmond, Justin	04/21/2014

4. **Student Worker, \$8.00/Hr.:**

Garcia, Anthony	04/23/2014
Hernandez, Karina	04/23/2014

BOARD OF TRUSTEES
Minutes
Tuesday, March 11, 2014

UNADOPTED

1. CALL TO ORDER-ROLL CALL

President Mr. Brian O'Neal called the meeting of the Anaheim Union High School District Board of Trustees to order at 3:03 p.m.

Present: Mr. Brian O'Neal, president; Mrs. Annemarie Randle-Trejo, clerk; Mrs. Anna L. Piercy, assistant clerk; Mrs. Katherine H. Smith and Mr. Al Jabbar, members; Mrs. Sandra Barry, interim superintendent; Mrs. Dianne Poore, Mr. Russell Lee-Sung, and Dr. Paul Sevillano, assistant superintendents; and Mr. Jeff Riel, District counsel.

2. ADOPTION OF AGENDA

Staff requested the following amendments to the agenda:

- Pull closed session item 4.3.
- Replace Exhibit GG with revised Exhibit GG.
- Replace Exhibit II with revised Exhibit II.

Mr. Jabbar requested to table item 12.21. Following discussion, it was the consensus of the Board of Trustees to not table the item.

On the motion of Mrs. Piercy, duly seconded and unanimously carried, the agenda was adopted as amended.

3. PUBLIC COMMENTS, CLOSED SESSION ITEMS

There were no requests to speak.

4. CLOSED SESSION

The Board of Trustees entered closed session at 3:06 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 6:04 p.m.

5.2 Pledge of Allegiance and Moment of Silence

Student Representative to the Board of Trustees Mr. Ibrahim Bharmal led the Pledge of Allegiance to the Flag of the United States of America and provided the moment of silence.

5.3 **Closed Session Report**

Board Clerk Mrs. Randle-Trejo reported the following actions taken during closed session:

5.3.1 No reportable action taken regarding negotiations.

5.3.2 No reportable action take regarding personnel.

5.3.3 This item was pulled prior to the adoption of the agenda.

5.3.4 No reportable action taken regarding Lincoln Avenue properties.

5.3.5 Pursuant to Government Code Section 54956.9 (a), the Board of Trustees unanimously voted to approve the settlement agreement in OAH Case No. 2013100743, resolving all outstanding issues by providing an independent educational evaluation and reimbursing up to \$5,250 for educationally-related fees and costs.

5.3.6 No reportable action taken regarding public employee appointment, superintendent.

5.3.7 No reportable action taken regarding public employee employment, superintendent.

5.3.8 No reportable action taken regarding performance evaluation, interim superintendent.

5.3.9 The Board of Trustees took formal action to approve the expulsion of the following students:

1. 13-36 under Education Code 48900(a)(1), 48915(b)(1)
2. 13-37 under Education Code 48900(b), 48915 (a)(2), 48915 (b)(2)
3. 13-38 under Education Code 48900(c), 48915 (c)(3)

6. **INTRODUCTION OF GUESTS**

The Board of Trustees recognized our community stakeholders for their interest in the Anaheim Union High School District, for attending our Board meeting, and thanked them for their participation and contribution as we create an education environment that graduates socially aware, civic-minded students who are college and career ready for the 21st Century.

In addition, Board of Trustees' President Brian O'Neal introduced Joanne Fawley, ASTA, and Senator Lou Correa.

7. **APPOINTMENT OF THE ANAHEIM UNION HIGH SCHOOL DISTRICT SUPERINTENDENT**

7.1 **Approval of Superintendent Employment Agreement and Compensation**

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees discussed and approved the employment agreement and annual compensation of \$220,000 for the new superintendent. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

7.2 **Appointment of Superintendent**

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees appointed and introduced Mr. Michael Matsuda as the new Anaheim Union High School District superintendent. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, and Mrs. Randle-Trejo

No: Mr. O'Neal

Mr. Matsuda shared that it is an honor to serve AUHSD, expressed his gratitude, and thanked Mrs. Sandra Barry for her work as interim superintendent. He recognized students, teachers, parents, classified staff, principals, counselors, administrators, District staff, and community members. Additionally, he introduced his family.

8. **RECEPTION**

The Board of Trustees hosted a short reception in honor of Michael Matsuda, the newly appointed Anaheim Union High School District superintendent.

9. **REPORTS**

9.1 **Principals' Report**

Dr. Jaron Fried, Ball Junior High School principal, and Mr. John Briquelet, Loara High School principal, presented a report on Positive Behavior Interventions and Support (PBIS).

9.2 **District Advisory Council (DAC) Report**

Mrs. Lori Dinwiddie, DAC president, reported on DAC activities throughout the District and thanked Mrs. Barry for her work as interim superintendent.

9.3 **Student Representative's Report**

Mr. Ibrahim Bharmal, student representative to the Board of Trustees, reported on student activities throughout the District.

9.4 **Reports of Associations**

Ms. Fawley, ASTA president, congratulated Mr. Matsuda on his appointment as the superintendent and thanked Mrs. Barry for her work as interim superintendent. She discussed the upcoming California Teachers Association Common Core Workshop and the Los Amigos workshop.

10. **RECOGNITIONS**

10.1 **Spelling Bee/Oral Interpretation Winners**

The Board of Trustees recognized the following students as winners of Words Out Loud, the District's spelling bee and oral interpretation competition.

7th Grade Spelling Bee

1 st Place	Amanda Gao	Oxford Academy
2 nd Place	Gladys Venegas	Dale Junior High School

8th Grade Spelling Bee

1 st Place	Shanni Lam	Brookhurst Junior High School
2 nd Place	Samantha Yao	Oxford Academy

Junior High Oral Interpretation

1 st Place	Noah Martinez	Brookhurst Junior High School
2 nd Place	Sierra Babashoff	Oxford Academy

Senior High Oral Interpretation

1 st Place	Lesley Aguirre	Western High School
2 nd Place	Daniela Carmona	Katella High School

10.2 **Anaheim Union High School District Teachers of the Year**

The Board of Trustees recognized teachers of the year, Janelle Frese, Juanis Garcia, and Alicia Lopez, who were among the 19 teachers identified as Anaheim Union High School District's Teachers of the Year for 2013-14. The three have been selected to represent the District in the Orange County Teachers of the Year Program.

11. **PUBLIC COMMENTS, OPEN SESSION ITEMS**

- 11.1 Dr. Jose Moreno congratulated the Board on the successful completion of a search for a new superintendent and thanked the Board for including community input in the process. He congratulated Mr. Matsuda on his appointment as superintendent and thanked Mrs. Barry for her work as interim superintendent. Additionally, he asked the Board to conduct a study session to review school discipline policies.
- 11.2 Mr. Michael Buss congratulated the winners of the Oral Spelling Bee and Words Out Loud competition and discussed the theater arts festival attendance.
- 11.3 Mr. Dave Wilke asked the Board to waive developer fees associated with the GOALS development project.
- 11.4 Mr. Amin David shared his concerns about the public remarks of Mr. O'Neal and Mrs. Piercy regarding the appointment of Mr. Matsuda as superintendent.
- 11.5 Ms. Maria Guzman thanked the Board for the appointment of Mr. Matsuda as the new superintendent.
- 11.6 Ms. Linda Lobatos congratulated Mr. Matsuda on his appointment as superintendent. Additionally, she discussed alternative education.

12. **ITEMS OF BUSINESS**

RESOLUTIONS

12.1 **Resolution No. 2013/14-E-08, Preserve Music in our Schools Month**

Background Information:

The month of March has been designated as Preserve Music in our Schools Month. For the past two decades, the United States House of Representatives has passed annual concurrent resolutions stating the importance of music education for all children in America's schools.

Current Consideration:

The Board of Trustees is requested to adopt Resolution No.2013/14-E-08, Preserve Music in our Schools Month. The adoption of this resolution recognizes that music education is an important component of a well-rounded academic curriculum. The skills gained through sequential music instruction, including discipline and the ability to analyze, solve problems, create, communicate, and work cooperatively, are vital for success in the 21st Century workplace.

Budget Implication:

There is no cost to the District.

Action:

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-E-08, Preserve Music in our Schools Month. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

12.2 **Resolution No. 2013/14-E-09, Women's History Month**

Background Information:

Women's History Month had its origins in 1981 as a national celebration when Congress passed Public Law 97-28, which authorized and requested the President to proclaim the week beginning March 7, 1982, as Women's History Week. Throughout the next five years, Congress continued to pass joint resolutions designating a week in March as Women's History Week. In 1987, after being petitioned by the National Women's History Project, Congress passed Public Law 100-9, which designated the month of March as Women's History Month. Since 1995, Presidents Clinton, Bush, and Obama have issued a series of annual proclamations designating the month of March as Women's History Month.

Current Consideration:

The Board of Trustees is requested to adopt Resolution No. 2013/14-E-09, Women's History Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts the District is making to support Women's History Month.

Budget Implication:

There is no cost to the District.

Action:

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-E-09, Women's History Month. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

12.3 **Resolution No. 2013/14-E-10, Arts Education Month**

Background Information:

Arts Education in California is mandated in California for pupils in grades one through twelve, under Education Code Sections 51210 and 51220, which state the adopted course of study shall include instruction in visual and performing arts, including instruction in the subjects of dance, music, theatre, and visual arts. This is aimed at the development of aesthetic appreciation and the skills of creative expression. Governors and mayors throughout the United States issue proclamations declaring March as Arts Education Month.

Current Consideration:

The Board of Trustees is requested to adopt Resolution No. 2013/14-E-10 for Arts Education Month. The adoption of this resolution provides an opportunity to inform parents, guardians, and communities of the efforts the District is making to support Arts Education.

Budget Implication:

There is no cost to the District.

Action:

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-E-10, Arts Education Month. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

BUSINESS SERVICES

12.4 **Resolution No. 2013/14-B-09, Adjustments to Income and Expenditures, General Funds; Resolution No. 2013/14-B-10, Adjustments to Income and Expenditures, Various Funds; and the 2013-14 Second Interim Report**

Background Information:

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

Current Considerations:

In certifying the 2013-14 Second Interim Report as positive, the Board of Trustees understands its fiduciary responsibility to maintain fiscal solvency for the current and subsequent two fiscal years.

Budget Implication:

As part of the interim reporting process, budget adjustments are made to income, expenditures, and fund balances. Resolutions No. 2013/14-B-09, Adjustments to Income

and Expenditures, General Funds, and Resolution No. 2013/14-B-10, Adjustments to Income and Expenditures, Various Funds, authorizes budget adjustments per Education Code Sections 42602 and 42610.

Action:

1. On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-B-09 and Resolution 2013/14-B-10. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

2. On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the positive certification of the Second Interim Report that the District will meet its financial obligations.

12.5 **Resolution No. 2013/14-B-11, Temporary Interfund Transfer**

Background Information:

The Board of Trustees is requested to adopt Resolution No. 2013/14-B-11, Temporary Interfund Transfer. As part of the state's solution to its own cash flow problems, it has deferred the payment of principal apportionment to school districts from the year in which it is normally received to the following year. This is part of what the Governor calls the "Wall of Debt." Approximately twenty-one percent of the principal apportionment that would normally be received in 2013-14 will be deferred to July 2015. For the District this is estimated at \$33,479,000. It is unknown at this time what the deferral amount will be for the 2014-15 year. There are also intra-year deferrals from month-to-month that create cash flow needs. For the 2014-15 year these are also currently unknown.

Current Consideration:

This resolution will provide as much flexibility as possible for 2014-15 within the District's cash resources. This resolution will allow for temporary interfund cash transfers from the Capital Outlay Funds, Special Reserve Funds, Special Revenue Funds, and Self-Insurance Funds to the General Fund.

Budget Implication:

There is no cost to the General Fund.

Action:

On the motion of Mrs. Piercy and duly seconded, the Board of Trustees adopted Resolution No. 2013/14-B-11. The roll call vote follows.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Piercy, Mrs. Randle-Trejo, and Mr. O'Neal

12.6 **Board Policy 5405, Student Wellness, First Reading**

Background Information:

On November 19, 2013, the Student Health Advisory Committee (SHAC) held a meeting to discuss responsibilities and policies regarding Student Wellness. The SHAC is committed to providing a link between student health and learning. At the aforementioned meeting, the committee expressed the desire to provide a comprehensive program promoting healthy eating and physical activity for District students that supports and reinforces health literacy through health education, physical education and activity, health services, nutrition services, psychological and counseling services, health promotion for staff, a safe and healthy school environment, and parent/guardian and community involvement.

Current Consideration:

As required by the Healthy Hunger Free Kids Act, the Board is requested to review the first reading of Board Policy 5405, Student Wellness.

Budget Implication:

There is no fiscal impact to the District.

Action:

The Board of Trustees reviewed the first reading of Board Policy 5405, Student Wellness.

12.7 **Outdoor Lighting for Play Areas and Fields and Access to Campuses Presentation**

Public Comments:

Ms. Bryanna Borrayo and Ms. Destenne Borrayo spoke about lighting at Sycamore Junior High School for after-school programs.

Ms. Yesenia Rojas thanked Mr. O'Neal, Mrs. Smith, and Mr. Jabbar for speaking to her over the phone. She expressed the importance of supporting after-school programs and having a safe area for children to play. She shared that a group of parents would be speaking to the city to ask for assistance for lighting at Sycamore Junior High School.

Ms. Maria Vazquez expressed the importance of working with the Board, mayor, and city to meet the needs of the community. She praised Yesenia Rojas for her work.

Mr. Ismael Martinez congratulated Mr. Matsuda on his appointment as superintendent. He shared he is proud of AUHSD. Additionally, he stressed the importance of working together as a community, school district, and city, while working for the good of the community.

Ms. Linda Lobatos spoke regarding the lighting at Sycamore Junior High School and advocated for the District to partner with the city for the community to use the facilities.

Background Information:

This item appears on the agenda as a presentation and for discussion at the Board of Trustees' request as a result of several public speakers at the February 13, 2014, Board of Trustees' meeting.

Action:

The Board of Trustees received the information as presented by the Business Services Division.

EDUCATIONAL SERVICES DIVISION

12.8 **Local Control Accountability Plan (LCAP) Presentation**

Background Information:

California Education Code Section 52060 (g) requires the governing board of a school district to consult with teachers, principals, administrators, and other school personnel, local bargaining units of the school district, parents, and pupils in developing a Local Control Accountability Plan (LCAP) for the 2014-15 year.

Current Consideration:

Dr. Paul Sevillano, assistant superintendent, Educational Services will provide an update on the development of the District's LCAP.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees received the information as presented by the Educational Services Division.

12.9 **University of Washington, Advanced Placement (AP) Science Course Study**

Background Information:

The College Board, a non-profit organization that offers several programs for K-12 education, has launched a major initiative designed to strengthen Science, Technology, Engineering, and Mathematics (STEM) teaching and learning at the high school level. A research study is being conducted in collaboration with the College Board, the National Science Federation (NSF), the University of Washington, and SRI International's Center for Education Policy. The research study is designed to evaluate the impact of advanced placement (AP) science courses on students' science learning and aspirations to attend college. The purpose of the research is to document the opinions, practices, and experiences of teachers, students, and administrators with implementation of the newly offered AP courses.

Current Consideration:

Katella, Kennedy, and Savanna high schools will be participating in the study. Each of these schools is not currently offering AP chemistry, but will implement the course in the 2014-15 and 2015-16 years. The selected AP chemistry teachers, students, and administrators will participate in pre and post-implementation interviews and surveys. Teachers will also participate in intensive training during the summer of 2014.

Budget Implication:

Each participating school will receive approximately \$11,000 to implement the AP chemistry course. This funding is for teacher training, classroom supplies, and compensation for staff time for data collection and administration. (University of Washington, Evans School of Public Affairs)

Action:

On the motion of Mr. Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the AP science course study. The initial term is March 12, 2014, through June 30, 2018.

12.10 **School Sponsored Student Organizations, Katella, Magnolia, and Savanna High Schools, and Lexington Junior High School**

Background Information:

The Board of Trustees shall give approval for the establishment of all student organizations. The proposed organization shall not engage in any activities, other than those that are organizational in nature, until the Board of Trustees has approved its application.

Current Consideration:

The following schools have submitted school sponsored student organizations:

People-First Language Club, Katella High School
Poetry Club, Magnolia High School
Magic-The Gathering Club, Savanna High School
SCI FI Club, Lexington Junior High School

Budget Implication:

Each school sponsored student organization offsets operational costs through donations and fundraising efforts.

Action:

On the motion of Mr. Jabbar, duly seconded and unanimously carried, the Board of Trustees approved the school sponsored organization applications.

HUMAN RESOURCES DIVISION

12.11 Initial Contract Proposal, AUHSD to ASTA

Background Information:

In accordance with Board Policy 6500.01, the District's initial contract proposal to Anaheim Secondary Teachers Association (ASTA) must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The District's initial contract proposal to ASTA for 2014-15 is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees received the proposal in order to proceed to the public hearing.

12.12 Public Hearing, Initial Contract Proposal, AUHSD to ASTA

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the District's initial contract proposal to the Anaheim Secondary Teachers Association (ASTA).

Current Consideration:

The Board must hold a public hearing of the District's initial contract proposal to ASTA for 2014-15. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Union High School District's (AUHSD) initial contract proposal to Anaheim Secondary Teachers Association (ASTA) for 2014-15, at 9:52 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the public hearing was closed at 9:52 p.m.

12.13 **Initial Contract Proposal, ASTA to AUHSD**

Background Information:

In accordance with Board Policy 6500.01, the Anaheim Secondary Teachers Association's (ASTA) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The ASTA initial contract proposal to the District for 2014-15 is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees received the proposal in order to proceed to the public hearing.

12.14 **Public Hearing, Initial Contract Proposal, ASTA to AUHSD**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the Anaheim Secondary Teachers Association's (ASTA) initial contract proposal to the District for 2014-15.

Current Consideration:

The Board must hold a public hearing of ASTA's initial contract proposal to the District for 2014-15. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the Anaheim Secondary Teachers Association's (ASTA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2014-15, at 9:53 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the public hearing was closed at 9:53 p.m.

12.15 **Initial Contract Proposal, CSEA to AUHSD**

Background Information:

In accordance with Board Policy 6500.01, the California School Employees Association's (CSEA) initial contract proposal to the District must be presented in writing to the Board of Trustees.

Current Consideration:

Before the negotiation process begins, proposals are presented to the public via a Board of Trustees' meeting. The CSEA initial contract proposal to the District for 2014-15 is presented to the Board of Trustees.

Budget Implication:

There is no impact to the budget.

Action:

The Board of Trustees received the proposal in order to proceed to the public hearing.

12.16 **Public Hearing, Initial Contract Proposal, CSEA to AUHSD**

Background Information:

The Board of Trustees is required to hold a public hearing to hear comments related to the California School Employees Association's (CSEA) initial contract proposal to the District for 2014-15.

Current Consideration:

The Board must hold a public hearing of CSEA's initial contract proposal to the District for 2014-15. This is the public's opportunity to provide feedback and voice their support or any concerns associated with the proposal.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the Board of Trustees opened a public hearing on the California School Employee Association's (CSEA) initial contract proposal to the Anaheim Union High School District (AUHSD) for 2014-15, at 9:54 p.m.

There were no requests to speak.

On the motion of Mr. O'Neal, duly seconded and unanimously carried, the public hearing was closed at 9:54 p.m.

12.17 **Proposed 2014-15 Employee Work Calendar**

Background Information:

The 2014-15 Student/Teacher Calendar was approved by the Board of Trustees on October 10, 2013. After approval, the Employee Work Calendar is established for classified employees, certificated administrators, and classified management. This calendar designates the employee work days and holidays for the 2014-15 year.

Current Consideration:

The 2014-15 Employee Work Calendar designates work days and legal and local holidays.

Budget Implication:

There is no impact to the budget.

Action:

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adopted the 2014-15 Employee Work Calendar.

12.18 **Agreement, Sunbelt Staffing**

Background Information:

When a speech-language pathologist takes a leave of absence, or if there is a sudden need to fill a vacancy, we must fill that position on a temporary basis with a qualified individual. Due to the specific qualifications needed to fill this type of position, and for only a limited time, it is increasingly difficult to find a qualified individual to perform these services. Agreements with staffing agencies provide qualified individuals when there is a sudden need to fill a vacancy.

Current Consideration:

The agreement with Sunbelt Staffing provides speech-language pathologist contract services, for the period of March 12, 2014, through June 30, 2014, due to a temporary leave of absence of District personnel.

Budget Implication:

Services provided are at a cost not to exceed \$35,441, based on the experience of the temporary speech-language pathologist, and is a budgeted General Fund expenditure.

Action:

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement between Sunbelt Staffing and the District.

12.19 **Agreement, Concordia 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 experience in a professional setting within AUHSD schools.

Current Consideration:

This agreement provides the opportunity for university students attending Concordia University to serve as counselor interns in AUHSD schools to promote a college-going culture through peer-to-peer conferences on challenges of college, sharing personal experiences as college students, and conducting classroom presentations on college experience and college life. Counselor interns do not replace counseling services provided by District counselors. Counselor interns will meet with an on-site supervisor for the purpose of completing the university's field instruction and participation requirements. Additionally, professional attire and conduct will be reviewed. Services will be provided March 12, 2014, through March 11, 2016.

Budget Implication:

Services provided are at no cost to the District.

Action:

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved the agreement between Concordia University and the District.

SUPERINTENDENTS OFFICE

12.20 California School Public Relations Association (CalSPRA) Membership

Background Information:

The California School Public Relations Association (CalSPRA) is an award-winning, nationally recognized organization of education public relations professionals and school personnel who have responsibility for communications. CalSPRA is working to create a climate for better public understanding, commitment, and support of public education.

Current Consideration:

The District had access to the members-only website and resources during the first part of 2013-14. The Board of Trustees is requested to ratify a two-year membership with the organization, effective for the 2013-14 and 2014-15 school years. Membership includes members-only web resources, a very active e-mail list serve that fosters communication around important, current school district issues, and networking and professional development opportunities.

Budget Implication:

The cost for a two-year membership is \$198.

Action:

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees ratified a two-year membership with CalSPRA.

12.21 Agreement, Dannis Woliver Kelley

Background Information:

The Board of Trustees periodically retains legal counsel to provide consultation and legal services that are not provided by attorneys at the Orange County Department of Education. The services are typically related to personnel management and personnel-related litigation. Dannis Woliver Kelley is a respected law firm that specializes in providing legal services to school districts. On December 12, 2013, the Board increased the amount of legal services by \$20,000, for an amount not to exceed \$32,000.

Current Consideration:

An increase in the professional legal services with Dannis Woliver Kelley is necessary to assist the District in addressing personnel-related matters.

Budget Implication:

Increase the current contract by \$20,000, for a total contract amount not to exceed \$52,000.

Action:

On the motion of Mrs. Randle-Trejo and duly seconded, the Board of Trustees approved an increase in professional services to Dannis Woliver Kelley by \$20,000, to bring the total contract to an amount not to exceed \$52,000.

Ayes: Mr. Jabbar, Mrs. Smith, Mrs. Randle-Trejo, and Mr. O'Neal

No: Mrs. Piercy

13. **CONSENT CALENDAR**

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees approved/ratified the following consent calendar.

BUSINESS SERVICES DIVISION

13.1 **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, and authorized proper disposal in accordance with Education Code Section 60510 et al.

13.2 **Donations**

Action:

The Board of Trustees accepted the donations as listed.

13.3 **Check Register/Warrants Report**

Action:

The Board of Trustees ratified the check register/warrants report, February 4, 2014, through February 28, 2014.

13.4 **Purchase Order Detail Report**

Action:

The Board of Trustees ratified the Purchase Order Detail Report, February 4, 2014, through February 28, 2014.

13.5 **Supplemental Information**

13.5.1 ASB Report, January 2014

13.5.2 Cafeteria Report, December 2013

13.5.3 Enrollment Report, Month 6

EDUCATIONAL SERVICES DIVISION

13.6 **Agreement, Royer Studios**

Background Information:

Royer Studios provides students with the opportunity to create animated public-service announcements (PSAs), which contribute to meaningful media messages promoting tobacco-use prevention.

Current Consideration:

Royer Studios will provide a five-lesson curriculum to Community Day School, Cypress, Magnolia, and Western high schools. The curriculum will include a professional animation facilitator in the classroom that will work with teams of six to eight participants, for a total of 36 students per class. The groups will produce one animated public-service

announcement per team. Royer Studios supplies all art and animation materials, as well as all video and computer equipment required to complete the project. The schools will receive a USB Travel Drive of the completed PSAs, and the films will be made available to be uploaded on the school/District website as desired.

Budget Implication:

Costs for these services are not to exceed \$19,900. (TUPE Funds)

Action:

The Board of Trustees approved the agreement. This consulting agreement will be in effect March 17, 2014, through May 30, 2014.

13.7 **Agreement, Internet Network Support Services, 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, 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 AUHSD, through OCDE to CENIC.

Current Consideration:

Internet services are provided through the Orange County superintendent of schools. Due to the current state-wide budget uncertainties, the Orange County superintendent of schools has implemented this contingency contract in the event CENIC is not funded. Historically, this agreement was previously brought forth in June. This year, the OCDE required the District to sign the agreement before the E-Rate deadline, prior to Board approval. Network management services are provided for services such as internet connectivity, document imaging, financial, and Human Resource systems.

Budget Implication:

There is no budget impact for internet services unless CENIC is not funded. If that were to occur, the Orange County superintendent of schools would invoice the District. The District would have the option to pay the invoice or terminate the agreement.

Action:

The Board of Trustees approved the Internet Network Support Services agreement with the Orange County Superintendent of Schools. Services will be provided July 1, 2014, through June 30, 2015.

13.8 **Application for E-Rate Funding for the Existing Data and Telecommunications Contracts**

Background Information:

The District currently utilizes existing E-Rate contracts for data and telecommunications services. It is necessary that the District apply for funding annually. Existing contracts are funded through E-Rate, California Teleconnect Fund (CTF), and the General Fund.

Current Consideration:

The District has multiple contracts in place for data and telecommunications services. The contracts listed in the exhibit cover the District's telecommunication and data services and include anticipated costs. The District is required to complete an E-Rate application process annually.

Budget Implication:

The E-Rate and CTF heavily subsidize the District's data and telecommunication service expenses. The local match amount for these services will range from 11 percent to 22 percent of the state and federal funds. (General Fund)

Action:

The Board of Trustees approved the application for E-Rate funding for the existing data and telecommunications contracts.

13.9 **Instructional Materials Submitted for Adoption**

The Instructional Materials Review Committee has recommended the selected books for basic and supplemental courses which include Science. The books have been made available for public view.

Action:

The Board of Trustees adopted the selected materials.

13.10 **Individual Service Contracts**

Action:

The Board of Trustees approved/ratified the individual service contracts as submitted. (Special Education Funds)

13.11 **Field Trip Report**

Action:

The Board of Trustees approved/ratified the field trip report as submitted.

HUMAN RESOURCES DIVISION

13.12 **Agreement, Naval Junior Reserve Officers Training Corps (NJROTC)**

Background Information:

The District has traditionally entered into agreements with the Navy to establish a Naval Junior Reserve Officers Training Corps (NJROTC) program. The District has had an agreement with the NJROTC program since 2000. The NJROTC program is currently located at Anaheim High School.

Current Consideration:

This agreement reflects changes to the NJROTC program as follows.

1. New title for the department that oversees the NJROTC program within the Naval Service Training Command unit.
2. New titles to designate enlisted instructors from officer instructors.
3. Revisions to the program curriculum, referred to as the NJROTC Regulations.

The agreement will be effective March 12, 2014. Services will be provided ongoing and uninterrupted unless terminated by either party. Due to the Navy's policy, this agreement will be signed following approval by the AUHSD Board of Trustees.

Budget Implication:

Services provided are a budgeted General Fund expenditure, where half the instructor's salary is paid through the Navy and half is paid through District funds.

Action:

The Board of Trustees approved the agreement between the Department of the Navy, Naval Service Training Command and the District.

13.13 **Certificated Personnel Report**

Action:

The Board of Trustees approved/ratified the certificated personnel report as submitted.

13.14 **Classified Personnel Report**

Action:

The Board of Trustees approved/ratified the classified personnel report as submitted.

SUPERINTENDENTS OFFICE

13.15 **Board of Trustees' Meeting Minutes**

13.15.1 January 23, 2014, Regular Meeting (REVISED)

13.15.2 February 6, 2014, Special Meeting

13.15.3 February 13, 2014, Regular Meeting

13.15.4 February 24, 2014, Special Meeting

Action:

The Board of Trustees approved the minutes as submitted.

14. **SUPERINTENDENT AND STAFF REPORT**

Mrs. Barry shared it has been a pleasure to work at AUHSD. She thanked Cabinet and staff for their work during her tenure as interim superintendent. Additionally, she congratulated Mr. Matsuda.

Dr. Sevillano shared his thanks to Mrs. Barry for her mentorship and congratulated Mr. Matsuda.

Mr. Lee-Sung thanked Mrs. Barry and congratulated Mr. Matsuda.

Mrs. Poore expressed her gratitude to Mrs. Barry and congratulated Mr. Matsuda.

Mr. Riel thanked Mrs. Barry and congratulated Mr. Matsuda.

15. **BOARD OF TRUSTEES' REPORT**

Mr. Jabbar attended the District Honor Theater show, meeting with Sycamore Junior High School parents, Savanna High School Student Recognition Night, City of Anaheim/AUHSD Liaison Meeting. Additionally, he thanked Mrs. Barry for her leadership.

Mrs. Smith shared that she is pleased with the outcome of the superintendent search process and expressed her gratitude to Mrs. Barry.

Mrs. Piercy noted her attendance at the Western High School reception for Dr. Schekman, Insurance Committee meeting, Honor Theater Show, ROP interviews, and celebration of life for Tom Miner.

Mrs. Randle-Trejo attended the Western High School reception for Dr. Schekman, Savanna High School Student Recognition Night, GASELPA meeting, Kennedy High School choir show, District Theater Festival, Horizons fundraiser for Girl Scouts, and City of Anaheim/AUHSD Liaison Meeting.

Mr. O'Neal shared his attendance at the Budget Committee meeting, Blueprint for the Future Committee meeting as a speaker, Western High School reception for Dr. Schekman, and County Committee meeting. He congratulated Mr. Matsuda and thanked Mrs. Barry for serving as interim superintendent.

16. **ADVANCE PLANNING**

16.1 **Future Meeting Dates**

The next regular meeting of the Board of Trustees will be held on Thursday, March 27, 2014, at 6:00 p.m.

Thursday, April 17
Thursday, May 8
Thursday, May 29
Thursday, June 19
Thursday, June 26
Thursday, July 10

Thursday, August 21
Thursday, September 4
Tuesday, September 23
Thursday, October 16
Thursday, November 6
Thursday, December 11

16.2 **Suggested Agenda Items**

Mr. Jabbar suggested a resolution in support of Assembly Bill 1453, which establishes a southern California state veterans cemetery, be introduced on a future agenda. This item was seconded by Mrs. Smith.

Mr. Jabbar suggested the Board conduct a study session as requested during public comments by Dr. Moreno. This item was not seconded.

17. **ADJOURNMENT**

On the motion of Mrs. Randle-Trejo, duly seconded and unanimously carried, the Board of Trustees adjourned the meeting 10:15 p.m.

Approved _____
Clerk, Board of Trustees