ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES

Regular Board Meeting
April 14, 2022

Thursday, April 14, 2022
REGULAR BOARD MEETING AGENDA

Type: REGULAR BOARD MEETING AGENDA
Time: 5:30 p.m.
Code: Regular #11-21/22

The April 14, 2022, REGULAR BOARD MEETING WILL BE CONDUCTED EXCLUSIVELY VIA CONFERENCE TELEPHONE AND THROUGH "ZOOM" VIDEO CONFERENCING. THE DISTRICT OFFICE AND BOARD ROOM WILL NOT BE OPEN AND AVAILABLE FOR THE PUBLIC TO ATTEND AND PARTICIPATE IN THE BOARD MEETING AT THE DISTRICT OFFICE. MEMBERS OF THE PUBLIC MAY PARTICIPATE AND COMMENT IN REAL TIME IN OPEN SESSION THROUGH THE FOLLOWING MEANS:

1. Zoom - Live Board Meeting and use "Raise Hand" function to request opportunity to make a comments.
2. THE ZOOM MEETING CAN BE ACCESSED AS FOLLOWS:
Join Zoom Meeting https://arusd-org.zoom.us/j/81582827250
One tap mobile
+16699006833, Meeting ID:815 8282 7250# US (San Jose)
Zoom Spanish Interpretation available- Zoom Instructions link www.arusd.org/zoomesp. If you call in you will not be able to access this function.
THE MEETING MAY ALSO BE VIEWED THROUGH LIVE STREAM AS FOLLOWS:
1. Live stream Youtube English Channel "AlumRock TV"
https://www.arusd.org/alumrocktv

In compliance with the Americans with Disabilities Act and Executive Order N-08-21, if you need Special Assistance, Disability-Related modifications or accommodation, including auxiliary aids or services, in order to participate in the Regular Board Meeting of the Board of Trustees, please contact the office of the District Superintendent at (408) 928-6822 or by email at maribel.carrillo@arusd.org immediately and the district will make reasonable arrangements to ensure accommodation and electronic accessibility to this meeting.

1. OPEN SESSION - CALL TO ORDER AND ROLL CALL

1.01 CALL TO ORDER/ ROLL CALL/LAND ACKNOWLEDGMENT- Board of Trustees of the Alum Rock Union Elementary School District does hereby acknowledge that the District schools and facilities sit on the traditional lands of the Muwekma Ohlone people, and the Board of Trustees further acknowledges with respect and reverence the Muwekma Ohlone People Tribe of the San Francisco Bay Area for their stewardship of these lands;PLEDGE OF ALLEGIANCE -- PRESIDENT ANDRES QUINTERO.

1.02 DISCUSSION AND/OR MODIFICATION(S) OF THE AGENDA. The Board may change the order of business including, but not limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action.

1.03 WELCOME AND EXPLANATION TO AUDIENCE: Any person may address the Board on any item on the meeting agenda. Persons who wish to speak on an item on the agenda will have an opportunity to do so when that agenda item is introduced and presented during this meeting. If you wish to speak on an item on this agenda please use the "Raise hand" function on Zoom as described above when the agenda item is called. There is a limit of 2 minutes for each speaker. The Board has the right to limit total public comment on any agenda item to no more than 20 minutes.Persons who wish to speak to the Board about any matter within the jurisdiction of the District but not on this agenda will have an opportunity to speak during item 5.01 on this agenda as stated below.

2. SPECIAL PRESENTATION-DISCUSSION, CONSIDERATION AND ACTION

2.01 Approve the Expanded Learning Opportunity Program Plan

2.02 Full-Day Universal Pre-Kindergarten (UPK) and Universal Transitional Kindergarten (UTK) for all Four-Year-old children in Alum Rock Union Elementary School District (Information Only).

2.03 Approve Cesar Chavez Early Learning Center.

2.04 A climate report from SJPD on crime in ARUSD, what their patrol capabilities in ARUSD (Information Only).

3. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD

3.01 PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD ON MATTERS NOT ON THE AGENDA: REQUESTS TO ADDRESS THE BOARD provides members of the public an opportunity to speak about any matter under the jurisdiction of the District but not on this agenda. (If the subject you wish to discuss is already on this agenda, please provide your comment when that item is called during the meeting.) Those who wish to speak on a within the jurisdiction of the District but not on this agenda should use the "Raise hand" function on Zoom as described above when this agenda item 3.01 is called. The Brown Act prevents the Board from discussing any item not on this published agenda but the Board may refer to staff for follow-up any formal written requests that are brought before the Board at this time. There is a limit of 2 minutes for each speaker. The Board has the right to limit total public comment on any agenda item to no more than 20 minutes. Written matters may be placed on a future meeting agenda.

4. COMMENTS AND COMMUNICATION

4.01 Alum Rock Administrator's Association (ARAA).

4.02 Teamsters.

4.03 California School Employee's Association (CSEA).

4.04 Alum Rock Educator's Association (AREA).

4.05 Superintendent.

4.06 Board of Trustees/Communications/Comments.

5. PUBLIC HEARING(s) And/Or Special Order of Business

5.01 PUBLIC HEARING. CSEA Chapter 305 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2021- June 30, 2022.

5.02 PUBLIC HEARING. Teamsters Local 150 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2022- June 30, 2023.

6. SUPERINTENDENT / BOARD BUSINESS--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

6.01 Approve Resolution # 43-21/22 Declaring Black April (Fall of Saigon) Memorial Week.

6.02 Discussion/Consideration to Approve Resolution No. 44-21/22 Authorizing Remote Virtual/Teleconference Meetings Of The Board And District Committees Subject To The Brown Act For The Period April 16, 2022-May 15, 2022.

7. BUSINESS SERVICES--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

7.01 Update from Program Manager regarding Solar Energy Plan (Information Only).

7.02 Approve to Establish Construction Management Services Pool for District's Projects.

7.03 Approve Contract with Jones Hall as Bond and Disclosure Counsel.

8. INSTRUCTIONAL SERVICES--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

8.01 Local Control Accountability Plan (LCAP) - Initial Findings Presentation (INFORMATION/PRESENTATION)

8.02 Approve Resolution No. 38-21/22 Asian American and Pacific Islander Heritage Month – May 2022

8.03 Approve Resolution No. 39-21/22 Cinco de Mayo.

8.04 Approve Resolution No. 40-21/22 National Teacher Appreciation Week.

8.05 Approve School Sponsored Field Trip List.

8.06 Approve Quarterly Report on Williams Uniform Complaints.

8.07 Approve SB 187 Comprehensive School Safety Plans-Schools must routinely write or revise their Comprehensive School Safety Plans.

9. HUMAN RESOURCES-- BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

9.01 CSEA Chapter #305 and Teamsters Local #150 Salary Schedule Correction (Information only).

9.02 Approve Classified Substitute Pay Rates Effective 4-15-2022.

9.03 Resignations (Information Only).

9.04 Approve Resolution # 41-21/22 Classified School Employees Week, May 15-21, 2022.

9.05 Accept CSEA Chapter 305 Initial Bargaining Proposal to Open Negotiations for the period of July 1, 2021-June 30, 2022 with the Alum Rock Union Elementary School District.

9.06 Approve New Management Position and Job Description – Bond Program Manager.

9.07 Receive Teamsters Local 150 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2022 to June 30, 2023.

10. CONTRACTS Over $100,000--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

10.01 Approve the Springboard Collaborative Contract for SY 2021-2022 Extended Learning Summer Program. Springboard will provide extended learning support for K-3rd grade students. Submitted by: Academic Services, $180,0000 dollars.

10.02 Approve the Contract with Devine Intervention Services for the 2022-2023 SY (to include Extended Year Programs for the 2021-2022, 2022-2023 SY). This contract will provide mental health services and behavior clinical support for Special Education TK-5th grade students. Submitted by: Special Education, $198,045 dollars.

11. Contract Extensions over $100,000--BOARD DISCUSSION AND/OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

11.01 Approve the Contract Extension for the 2021-2022 SY with Zum Services, Inc. The increase request will allow the District to continue to provide alternative transportation for special need students. Submitted by: Transportation Department, $75,000 dollars.

12. CONSENT CALENDAR-- BOARD DISCUSSION AND/ OR ACTION (The Board may take action on any item in this section, unless it is designated for information only.)

12.01 Approve Board Meeting Minutes for the following dates: March 3, 2022,Special Board Meeting and March 10, 2022, Regular Board Meeting.

12.02 Approve Acceptance of Donations.

12.03 Approve Fundraising Activities.

12.04 Approve Acceptance of Grant/Award Notification.

12.05 Approve Acceptance of Vendor & Payroll Warrants.

12.06 Approve Contracts for Professional Services -Firms/Organizations.

12.07 Approve/Ratify Change of Status/April 14, 2022.

12.08 Current Enrollment (Information Only).

12.09 Approve Resolution No. 42-21/22 Inventory Disposal.

12.10 Approve/Ratify Notices of Employment and Changes of Status/April 14, 2022.

12.11 Approve Memorandum(s) of Understanding(s).

12.12 Approve Out of State Travel, 33rd National Service Learning Conference – Together, Minneapolis, MN for Jannett Galicia, Erika Grant, Tamara Bermudes, Luvia Solis and Vanessa Kerr. Estimated cost $6,000.

13. CLOSED SESSION

13.01 RECESS TO CLOSED SESSION: The Board will recess to Closed Session at approximately 9:00 p.m. Open Session will resume at conclusion of Closed Session.

13.02 ANNOUNCEMENT AND PUBLIC COMMENTS REGARDING ITEMS TO BE DISCUSSED IN CLOSED SESSION (Government Code Section 54957.7).

13.03 CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION(Paragraph (1) of subdivision (d) of Section 54956.9)Names of cases: Leal & Trejo, APC v. Alum Rock Union Elem. Sch. Dist., Santa Clara County Superior Court case no. 19CV356647; Alum Rock Union Elem. School Dist. v. Karen Martinez, Santa Clara County Superior Court case no. 21CV381923; Alum Rock Union Elem. School Dist. v. Karen Martinez, Santa Clara County Superior Court case no. 20CV372554

13.04 CONFERENCE WITH LEGAL COUNSEL--Anticipated Litigation pursuant (1) of subdivision (d) of Government Code Section 54956.9 (1) potential case.

13.05 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: AREA (Alum Rock Educators Association); District Negotiators: (1) Hilaria Bauer, Ph.D., Superintendent; (2) Tereasa Smith, Director, Human Resources and (3) Kolvira Chheng, Assistant Superintendent, Business Lead Negotiators.

13.06 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT (Government Code Section 54957): Title: Assistant Principal.

14. RECONVENE TO OPEN SESSION-VIA ZOOM

14.01 REPORT OF ACTION TAKEN IN CLOSED SESSION.

15. FUTURE BOARD AGENDA REQUESTS

15.01 Requests from Board of Trustees and/or from the Public. Requests shall be submitted in writing to the Superintendent or designee with supporting documents and information, if any, at least one week before the scheduled meeting date. Items submitted less than a week before the scheduled meeting date may be postponed to a later meeting in order to allow sufficient time for consideration and research of the issue. BB 9322

16. ADJOURNMENT

16.01 President adjourns the meeting.

17. NEXT MEETING(S)

17.01 May 12, 2022 (2021-22 School Year).

2.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 30, 2022

Subject: **Approve the Expanded Learning Opportunity Program Plan**

Staff Analysis: Assembly Bill (AB) 130 and Senate Bill (SB) 129 authorize funding for Expanded Learning Opportunities Program (ELO-P) Grants.

The ELO-P provides funding for afterschool, intersession and summer school enrichment programs for students in grades TK- 6th grade. The ELO-P and ASES funds will provide access to a comprehensive afterschool program for all students.

As a requirement for funding, LEAs must present a program plan for approval to the governing board. The required plan will explain how the LEA will use the funds to offer a 9 hour day for students at designated sites. Grant funding is ongoing.

Recommendation: Staff recommends approval of the Expanded Learning Opportunity Program Plan

Submitted by: Sandra Garcia Title: Director of State and Federal Programs

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Recommend Approval

2.01
Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

EXPANDED LEARNING OPPORTUNITIES PROGRAM PLAN GUIDE

Prepared by:

Sandra García
Director, State and Federal Programs

Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127
(408) 928-6800

Name of Local Educational Agency and Expanded Learning Opportunities Program Site(s)

Name of Local Educational Agency or Equivalent:	Alum Rock Union Elementary School District
Contact Name:	Sandra Garcia
Contact Email:	sandra.garcia@arusd.org
Contact Phone:	(408)928-6800

Instructions: Please list the school sites that your LEA selected to operate the Expanded Learning Opportunities Program (ELO-P). Add additional rows as needed.

1. Adelante Dual Language Academy
2. Adelante Dual Language Academy II
3. Aptitud Community Academy
4. Cassell Elementary
5. Chavez Elementary
6. Cureton Elementary
7. Dorsa Elementary
8. Hubbard Media Arts Academy
9. Linda Vista Elementary
10. L.U.C.H.A Elementary
11. Lyndale Elementary
12. McCollam Elementary
13. Meyer Elementary
14. Painter Elementary
15. Russo McEntee Academy
16. Ryan STEAM Academy
17. San Antonio Elementary

Purpose

This template will aid LEAs in the development of a program plan as required by EC Section 46120(b)(2). In this program plan, LEAs will describe program activities that support the whole child, and students' Social and Emotional Learning (SEL) and development.

Definitions

"Expanded learning" means before school, after school, summer, or intersession learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging

learning experiences. It is the intent of the Legislature that expanded learning programs are pupil-centered, results driven, include community partners, and complement, but do not replicate, learning activities in the regular school day and school year. (EC Section 8482.1[a])

"Expanded learning opportunities" has the same meaning as "expanded learning" as defined in EC Section 8482.1. "Expanded learning opportunities" does not mean an extension of instructional time, but rather, opportunities to engage pupils in enrichment, play, nutrition, and other developmentally appropriate activities. (EC Section 46120[e][1])

Instructions

This Program Plan needs to be approved by the LEA's Governing Board in a public meeting and posted on the LEA's website.

The program plan template guide is considered a living document that is periodically reviewed and adjusted to reflect the needs of the community, updates in the law, and to provide continuous improvement in the development of an effective ELO-P.

The LEA is responsible for creating, reviewing, and updating the program plan every three years in accordance with EC Section 8482.3(g)(1). LEAs are encouraged to work collaboratively with partners and staff to develop and review the program plan. The LEA is responsible for the plan and the oversight of any community partners or subcontractors. The LEA should include any partners in the development and review of the plan. It is recommended that the plan be reviewed annually.

The Expanded Learning Division adopted the Quality Standards for Expanded Learning in California (Quality Standards) and introduced requirements for Continuous Quality Improvement (CQI) to help programs engage in reflection and be intentional about program management practices and activities delivered to students. To create the program plan, provide a narrative description in response to the prompts listed under each Quality Standard below. The LEA may customize and include additional prompts, such as describing SEL activities, or refining the plan. In addition to the narrative response, it may be useful to include tables, charts, or other visual representations that contribute to the understanding of the ELO-P. LEAs are encouraged to download and reference the Quality Standards in order to provide ongoing improvements to the program. The Quality Standards can be found on the California Department of Education's (CDE) Quality Standards and CQI web page, located at https://www.cde.ca.gov/ls/ex/qualstandcqi.asp.

1—Safe and Supportive Environment

Describe how the program will provide opportunities for students to experience a safe and supportive environment. Include if the program will be offered on the schoolsite or off campus. If not on site, describe where in the community it will be and how students will be supported to get there.

Every new school year, the State & Federal Programs Department provides a full day comprehensive training & orientation on safety procedures that are aligned with the instructional day. All staff serving in our Expanded Learning Programs will be required to attend the training. For example, the following district policies and procedures include but are not limited to: after school staff expectations, use of web-based educational applications, use of technology, child abuse and reporting, emergency drills, and other safety measures. In addition, site Principals share a copy of the school safety plan with the Expanded Learning team . Regular safety drills will be conducted by staff in alignment with the schools process and protocols. All Expanded Learning Program partners are required to provide their staff with the appropriate CPR/First Aid training and certification prior to working with students.

As part of the implementation of safety measures, Alum Rock uses an electronic attendance system also known as City Span to keep track of daily attendance. For added security, parents/guardians or designees must provide their name and signature and time of the departure from the program.. Adults over the age of 18 must be prepared to show a valid ID that matches each student's emergency contact information.

2—Active and Engaged Learning

Describe how the program will provide opportunities for students to experience active and engaged learning that either supports or supplements, but does not duplicate, the instructional day.

Aum Rock's Expanded Learning program is offered Monday through Friday from dismissal time until 6 p.m. coinciding with each school site's daily schedule and school calendar. This program offers two branches of service: a traditional ASES program through 6 pm and our Expanded Learning Opportunity (ELO-P) program which enhances the enrichment opportunities for interested students. Both programs provide homework/tutorial assistance for a minimum of one hour a day and various enrichment activities in the Visual and Performing Arts, Music, Technology and organized sports programs. In addition, Our Expanded Learning providers organize culminating events that highlight student work and progress. For example, these events are STEAM showcases, service learning or project based learning projects, talent shows, etc. Parents and other school community members are invited to attend these events in support of our students and after school program efforts.

Alum Rock's integrated intersession and summer camp opportunities combine academic instruction designed to prevent "learning loss" with enrichment and various learning activities that expand the students' educational experiences. Students participate in enrichment activities and continue to develop their Reading and math skills in fun and creative environments.

Collaboration between regular school day and Expanded Learning staff is critical in providing alignment of services. Through regular meetings teachers impart instructional strategies, recommend concepts to support and share best practices for working with students in a classroom setting. In some cases, classroom teachers may provide training to maximize impact of services.

Site administrators, classroom teachers, and after school staff review several student assessment results from Illuminate, Smarter Balanced Assessment Consortium (SBAC) in the areas of English Language Arts & Math, English Language Proficiency Assessments for California (ELPAC), and district benchmarks.This information may be used to design appropriate academic supports and focus for students who participate in our Expanded Learning Programs.

3—Skill Building

Describe how the program will provide opportunities for students to experience skill building.

Academic support is a critical component to our Expanded Learning program. Academic assistance is aligned to the regular school day and focuses on mastery of the Common Core State Standards. The academic components of the after school program include homework support and tutoring.

Homework support: Students receive approximately one hour to work on their assignments. After school staff have access to students assignments via Google classroom or other learning management systems that have student assignments posted.

Tutoring: Collaboration between regular school day staff and Expanded Learning staff is critical in providing alignment of services. Through regular meetings, teachers impart instructional strategies, recommend concepts to support and share best practices for working with students in a classroom setting. In some cases, classroom teachers may provide training on how to best support students in order to maximize impact of services.

4—Youth Voice and Leadership

Describe how the program will provide opportunities for students to engage in youth voice and leadership.

Our Expanded Learning providers regularly check-in with students to allow for community and relationship building in order to create a sense of connectedness and belonging. Some of our after school partners provide enrichment clubs and service learning projects for elementary and middle school students who participate in our Expanded Learning program. In addition, middle students in 6-8 grade are invited to share their input on programming at our annual LCAP Middle School Input Sessions so that they have the opportunity to voice their opinions and suggestions in improving our district wide programs such as our Expanded Learning program. Additionally, students also participate in our yearly Panorama survey in the Fall & Spring so they can share their perspectives, concerns, and interests in order to inform and improve on our services.

5—Healthy Choices and Behaviors

Describe how the program will provide opportunities for students to engage in healthy choices and behaviors. Describe how students will be served nutritious meals and/or snacks during the ELO-P hours of programing.

Our Expanded Learning Program team collaborates with school day staff to ensure that program activities are aligned with each school's PBIS structure and SEL efforts. For example, our after school team supports social emotional learning and provides enrichment clubs which may include but are not limited to physical movement and mindfulness practices. During the after school education program, students receive brain breaks as well as other recreational activities. Students also receive a nutritious supper meal during the after school program.

Child Nutrition Services (CNS) provide meals at all school locations. Meals will follow the School National Program, School Breakfast Program and Child and Adult Care Food Program meal requirements.

6—Diversity, Access, and Equity

Describe how the program is designed to address cultural and linguistic diversity and provide opportunities for all students to experience diversity, access, and equity. Describe how the ELO-P will provide access and opportunity for students with disabilities.

The Expanded Learning Programs will promote diversity and inclusion by providing opportunities for students to celebrate their cultural and unique backgrounds and engage in activities that highlight all members of our school community. We strive to have program staff that includes adults with backgrounds similar to the students. Staff will be provided training on equity and diversity to ensure the program creates an environment that promotes diversity.

The program celebrates students' culture in a variety of ways. One of the most prominent ways is through the infusion of culturally rich experiences that highlight the rich heritage of our students. Students will explore their heritage and culture through activities, projects, presentations and/or performances. Family activities that celebrate various cultures will also be an important component of our program.

To promote diversity, the program will expose students to cultures and heritages different from their own. Field trips and recognition of cultural holidays and events will broaden and enrich the students' appreciation of the diverse world in which they live.

Expanded Learning staff works with their respective school site to reach out and provide support to students with disabilities, low income, English Learners, Foster Youth, and McKinney Vento Youth and any students who have other potential barriers to learning.

7—Quality Staff

Describe how the program will provide opportunities for students to engage with quality staff.

Our community based partners assist with the recruitment of potential staff for our Expanded Learning programs. This allows for a broader pool of candidates who will bring unique experiences and knowledge to our programs. Our providers place site coordinators to oversee the implementation of the program at their assigned schools. These managers conduct observations, provide hands-on training, evaluate and provide feedback to their site staff. Program managers conduct observations on an on-going basis and provide feedback to program staff. District program administration also conducts site observations to provide feedback to program managers and collaborating agencies. Action plans for professional development are developed using information from these site observations. CDE regional consultants are an additional resource and provide professional development, as needed.

In addition, our Expanded Learning partners use Alum Rock's Instructional Aide qualifications criteria for hiring high quality staff.

8—Clear Vision, Mission, and Purpose

Describe the program's clear vision, mission, and purpose.

Mission:
The Alum Rock Expanded Learning Program offers quality Pre- K and school-age programs during the after school space that exemplifies our District vision of providing excellence through Service, Perseverance, Love, Trust and Equity.

Vision:

To provide a safe and stimulating environment where students engage in a variety of experiences that support their learning and enrich their lives.

The purpose of Alum Rock's Expanded Learning Program is to enhance the school experience for all children during the after school space in alignment with our District LCAP goals and priorities.

1. The program supports student achievement academically by integrating homework and learning supports on a daily basis. (LCAP Goal 1 and 2)
2. The program provides an environment where students feel safe at school both physically and emotionally. (LCAP goal 3)
3. The program provides opportunities for students to develop 21st Century and VAPA skills by engaging in enrichment programs focused on STEM and the arts. (LCAP goal 3)
4. The program provides opportunities for parents to engage in school through activities and events that involve the family. (LCAP Goal 4)

9—Collaborative Partnerships

Describe the program's collaborative partnerships. Local educational agencies are encouraged to collaborate with non-LEA entities to administer and implement ELO-P programs.

The Alum Rock School District works closely with our after school service providers to plan, implement and review the district's Expanded Learning program on an on-going basis. District staff meets quarterly with agency providers (City Year, The Envisioneers, Think Together, YMCA and City of San Jose) to analyze the effectiveness of our programs and discuss ways to improve the quality and delivery of services. In addition, Site leaders meet with District staff twice a year to share information, receive updates on policies and obtain training on items pertinent to their work with students at the site. Furthermore, site principals, teachers, and site leaders are surveyed twice a year to provide feedback on the program's effectiveness and areas for improvement. This survey data is used to create goals for the year.

The program director works closely with other district departments to ensure budget oversight through our business office. Student Services provides assistance with safety protocols and procedures and mandated reporting as well as supports for students with 504 plans. Academic Services assists with student data as well as access to educational applications. Child Nutrition Services provides the menu of after school program supper in compliance with nutrition guidelines. Special Education assists with training on accommodations and supports for students with IEPs. Human Resources support with hiring of staff to support the after school program as necessary.

Region 5 Leaders provide training opportunities and technical assistance as well as providing updates from the Expanded Learning Division and other important developments that are connected to after school programs.

10—Continuous Quality Improvement

Describe the program's Continuous Quality Improvement plan.

Program effectiveness is monitored by district administration based on student assessment data, attendance, discipline reports, and annual climate surveys.

Student Smarter Balanced (SBAC) test results as well as the English Language Proficiency Assessment for California (ELPAC) will be used to measure academic goal attainment and in determining the program's success.

Individual student data such as attendance and discipline records will be used to monitor program effectiveness in these areas.

Staff, student and parent survey data will be collected to provide feedback regarding the program's effectiveness.

Alum Rocks Principals and Expanded Learning staff engage in Continuous Quality Improvement on an annual basis to ensure quality of programming at our sites. The Alum team uses the following CQI Timeline:

August/September: State & Federal Programs department reviews CQI plan and process with after school staff and supervisors

September/October: Expanded Learning staff and site administration review and brainstorm possible revisions to the CQI plan

November/December: Assess program and implementation of the existing CQI plan, complete annual surveys (taken by staff, teachers, administrations, etc.) and analyze data to inform new CQI plan

January: Updated CQI due to State & Federal Programs department for review.

February/March: After school partners and site administration and staff Implement new CQI plan

June: Review CQI plan and prepare for the new school year

11—Program Management

Describe the plan for program management.

Our current after school program offers ASES programming. ELOP funding will allow our schools to increase service offerings in academics and enrichment and give all students and families the flexibility to participate based on their needs and interests.

Alum Rock's Expanded Learning Program design will increase access to educational and enrichment services beyond ASES' current offerings. Currently, ASES limits the number of students that access the program, based on funding level. This additional funding will enhance our district's ability to provide a safe environment and a variety of opportunities that enrich the lives of children and youth. Educational partnerships will allow students to gain access to STEM, visual and performing arts programs, sports programs, cultural awareness, and service-learning opportunities.

This program will be managed utilizing our current ASES structure which includes site managers that oversee the day to day operation of programs at the school sites. These site managers are also responsible for logging daily student attendance. Program directors provide supervision of staff and ongoing program development support. Alum Rock's State and Federal Director provides oversight of the Expanded Learning Program.

General Questions

Existing After School Education and Safety (ASES) and 21st Community Learning Centers (21st CCLC) Elementary and Middle School grantees.

ASES, 21st CCLC Elementary/Middle School, and the ELO-P should be considered a single, comprehensive program. In coordinating all these funding streams to move towards a single program, the expectation is that the most stringent requirements will be adopted for program guidance. If one or both grants are held, please describe how the ELO-P funding will be used to create one comprehensive and universal Expanded Learning Program.

Alum Rock School District is fortunate to receive ASES funding for all 22 school sites in the District. Our schools currently provide after school programs through sub-contracts with five agencies that serve between 84 (Elementary) to 111 (Middle) students at every site following the requirements for ASES programs.

The Expanded Learning Opportunity Program (ELO-P) funding provides an opportunity to expand the services to additional students not currently served in our ASES programs. District staff is working closely with our community-based partners and current Expanded Learning providers to expand opportunities that complement our current after school programming to develop a comprehensive and universal Expanded Learning Program. The ELO-P funds will provide resources to offer enrichment opportunities in addition to academic support. Various educational partners will provide enrichment opportunities as part of our ELO program including STEM, art, sports, music, dance, robotics, coding, etc. These programs will be held on campus utilizing 6 - 8 week rotation cycles throughout the school year. Both youth enrolled in ASES and those only enrolled in the ELO Program will be able to participate in the rotation cycles.

Transitional Kindergarten and Kindergarten

Programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1. (EC Section 46120[b][2][D]). Please address the proposed schedule and plan for recruiting and preparing staff to work in the program, including supporting them to understand how to work with younger children. How will the lower pupil-to-staff ratio be maintained? How will the curriculum and program be developmentally-informed to address this younger age group?

Alum Rock School District with our early learning strategic plan is intentionally designed to align students' learning experiences. In our Family Resource Centers, our focus begins with healthy mothers and babies because we believe learning begins at birth. On our campuses, Alum Rock works with educational partners that assist us in all student places because children never stop learning. Each year we build upon the prior years collaborative work, we align programs holistically. In each space we address the continuity of a planned educational experience which addresses the whole child, family, and community. Our priority for all children is high-quality developmentally informed learning environments.

Alum Rock School District is currently offering expanded day programming at all Elementary school sites for TK/K students. Our Elementary schools currently provide services to 40 students at each school using a 20:1 pupil-to-staff ratio. ARUSD will use ELO-P funds to increase the number of TK/K students served and to maintain a pupil-to-staff ratio of no more than 10:1 within our current program structure.

We will develop purposeful coordination and alignment with Expanded Learning staff for how to work with younger children to ensure alignment with the school day environment including training in the California Frameworks and Foundations and the California Early Childhood Online portal. Our professional development will be based on the TK/K standards, curriculum, and instructional practices for the early elementary school years as well as the integration

of enrichment and SEL opportunities. Social Emotional Learning will be a key component of the TK/K ELO program expanding the use of Kimochi kits during after school programming.

Sample Program Schedule

Please submit a sample program schedule that describes how the ELO-P or other fund sources, including the California State Preschool Program for children enrolled in transitional kindergarten or kindergarten, will be combined with the instructional day to create a minimum of nine hours per day of programming (instructional day plus ELO-P or other supports). Also, submit a sample schedule for a minimum nine-hour summer or intersession day.

Regular Instructional Day (9 hour sample schedule)

8 am - 2:30 pm - Instructional Day
2:30 pm - 5 pm - ELO program (ie. Academic/Homework support, SEL, STEM, VAPA, Sports)
Breakfast, Lunch and Supper provided

Intersession Day (9 hour sample schedule)

8 am - 5 pm
Camp activities
(ie. Academic support, SEL, STEM, VAPA, outdoor activity)
Breakfast, Lunch and Supper provided

Summer Instruction + ELO program (9 hour sample schedule)

8 am - 12 pm - Academic Support Program
12 pm - 5 pm - ELO Program (ie. Academic support, SEL, STEM, VAPA, outdoor activity)
Breakfast, Lunch and Supper provided

Below are additional legal requirements for the ELO-P. Please ensure your Program Plan meets all of these legal requirements:

EC Section 46120(b)(2):

[LEAs] operating expanded learning opportunities programs may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple school sites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on the following;

(2) [LEAs] operating expanded learning opportunity programs pursuant to this section may operate a before school component of a program, an after school component of a program, or both the before and after school components of a program, on one or multiple schoolsites, and shall comply with subdivisions (c), (d), and (g) of Section 8482.3, including the development of a program plan based on all of the following:

(A) The department's guidance.

(B) Section 8482.6.

(C) Paragraphs (1) to (9), inclusive, and paragraph (12) of subdivision (c) of Section 8483.3.

(D) Section 8483.4, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 46120(b)(1)(A):

On schooldays, as described in Section 46100 and Sections 46110 to 46119, inclusive, and days on which school is taught for the purpose of meeting the 175-instructional-day offering as described in Section 11960 of Title 5 of the California Code of Regulations, in-person before or after school expanded learning opportunities that, when added to daily instructional minutes, are no less than nine hours of combined instructional time and expanded learning opportunities per instructional day.

EC Section 46120(b)(1)(B):

For at least 30 nonschooldays, during intersessional periods, no less than nine hours of in-person expanded learning opportunities per day.

EC Section 46120(b)(3):

[LEAs] shall prioritize services provided pursuant to this section at schoolsites in the lowest income communities, as determined by prior year percentages of pupils eligible for free and reduced-price meals, while maximizing the number of schools and neighborhoods with expanded learning opportunities programs across their attendance area.

EC Section 46120(b)(4):

[LEAs] may serve all pupils, including elementary, middle, and secondary school pupils, in expanded learning opportunity programs provided pursuant to this section.

EC Section 46120(b)(6):

[LEAs] are encouraged to collaborate with community-based organizations and childcare providers, especially those participating in state or federally subsidized childcare programs, to maximize the number of expanded learning opportunities programs offered across their attendance areas.

EC Section 46120(c):

A [LEA] shall be subject to the audit conducted pursuant to Section 41020 to determine compliance with subdivision (b).

EC Section 8482.3(d):

[LEAs] shall agree that snacks made available through a program shall conform to the nutrition standards in Article 2.5 (commencing with Section 49430) of Chapter 9 of Part 27 of Division 4 of Title 2.

[LEAs] shall agree that meals made available through a program shall conform to the nutrition standards of the United States Department of Agriculture's at-risk afterschool meal component of the Child and Adult Care Food Program (42 United States Code [U.S.C.] Section 1766).

EC Section 8482.6:

Every pupil attending a school operating a program . . . is eligible to participate in the program, subject to program capacity. A program established . . . may charge family fees. Programs that charge family fees shall waive the cost of these fees for pupils who are eligible for free or reduced-price meals, for a child that is a homeless youth, as defined by the federal McKinney-Vento Homeless Assistance Act (42 U.S.C. Section 11434a), or for a child who the program knows is in foster care. A program that charges family fees shall schedule fees on a sliding scale that considers family income and ability to pay.

EC sections 8483.4 and 46120(b)(2)(D):

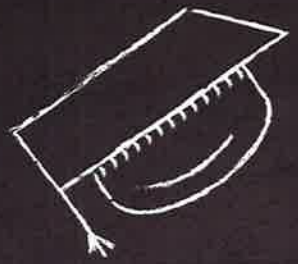
The administrator of every program established pursuant to this article shall establish minimum qualifications for each staff position that, at a minimum, ensure that all staff members who directly supervise pupils meet the minimum qualifications for an instructional aide, pursuant to the policies of the school district. Selection of the program site supervisors shall be subject to the approval of the school site principal. The administrator shall also ensure that the program maintains a pupil-to-staff member ratio of no more than 20 to 1. All program staff and volunteers shall be subject to the health screening and fingerprint clearance requirements in current law and district policy for school personnel and volunteers in the school district, except that programs serving transitional kindergarten or kindergarten pupils shall maintain a pupil-to-staff member ratio of no more than 10 to 1.

EC Section 8482.3(c)(1)(A–B):

Each component of a program established pursuant to this article shall consist of the following two elements:

(A) An educational and literacy element in which tutoring or homework assistance is provided in one or more of the following areas: language arts, mathematics, history and social science, computer training, or science.

(B) An educational enrichment element that may include, but need not be limited to, fine arts, career technical education, recreation, physical fitness, and prevention activities.



Expanded Learning Opportunities Plan (ELO-P)

Sandra Garcia

Alum Rock Union Elementary School District

April 2022



Expanded Learning

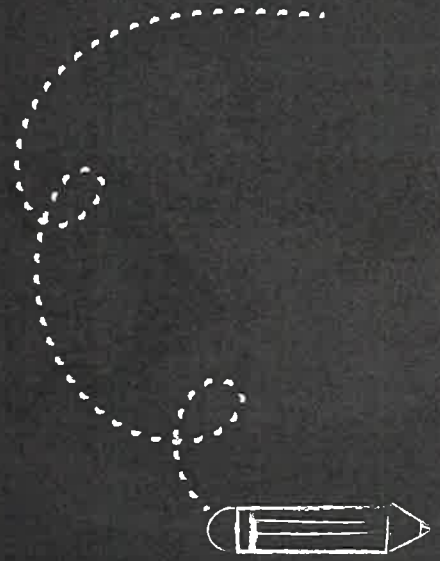
"Expanded Learning" means before school, after school, summer or intersession learning programs that focus on developing the academic, social, emotional and physical needs and interests of pupils through hands-on, engaging learning experiences."

"Expanded Learning programs are pupil-centered, results driven, include community partners, and complement learning activities in the regular school day and school year. "

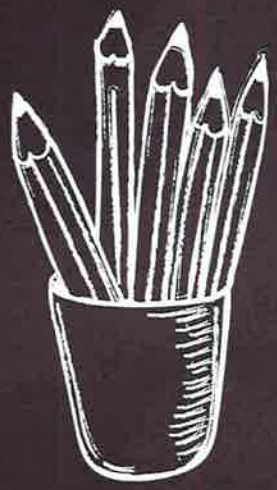


01
Background

02
Assessment of Needs



03
Program Structure



01

Background

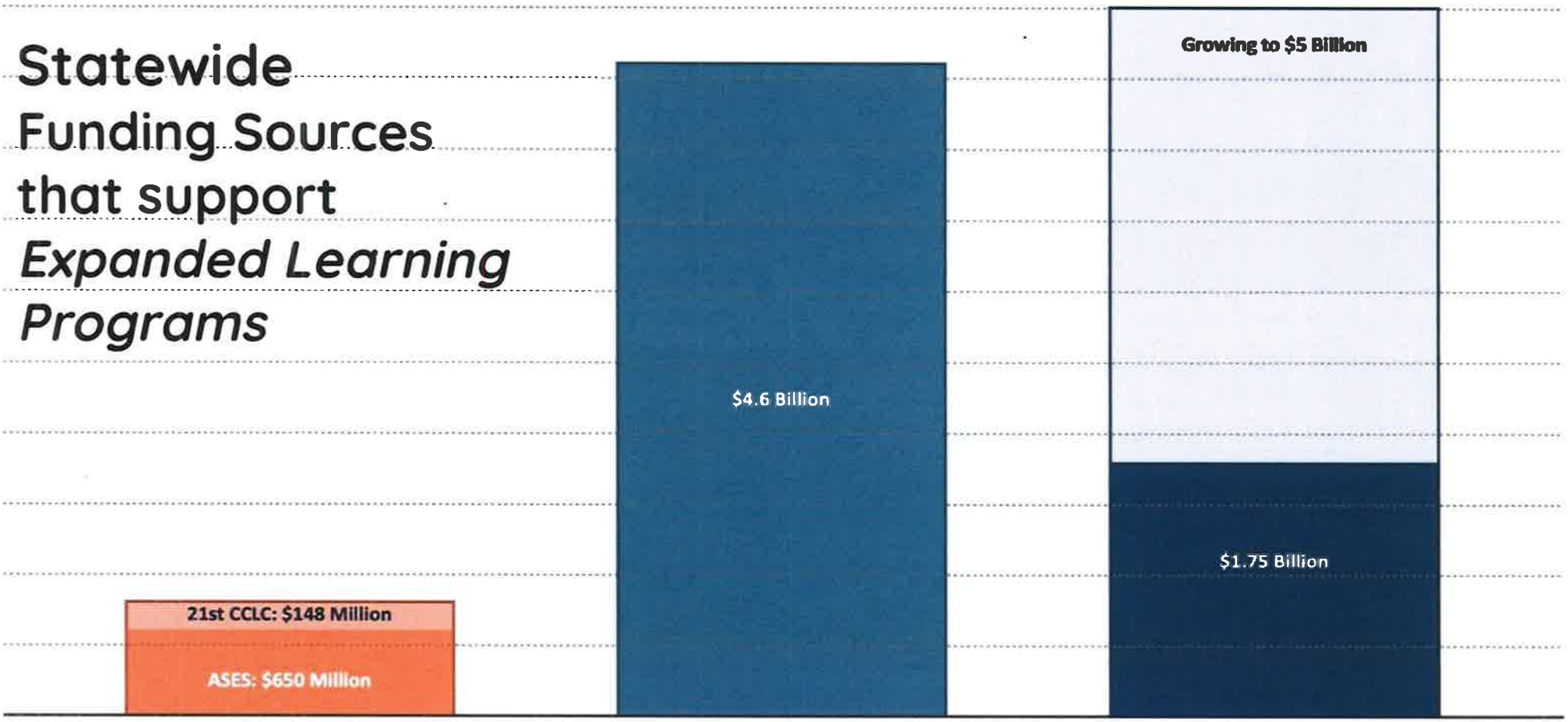
Intent of AB 130

- LEAs offer all TK- 6 pupils access to ***comprehensive*** after school and intersessional expanded learning opportunities prioritizing unduplicated pupils.
- Provide all students in low-income communities with no-cost access to **nine hours** of developmentally appropriate academics and enrichment activities by 2025-2026 (i.e. recess, lunch, instructional time and expanded services)
- Develop ELO-P infrastructure with a focus on integrating arts, music and sports programs into enrichment opportunities for students.

Context

- Any TK - 6 grade student is eligible to participate.
- **Offer** the ELO Program to all TK/K-6 classroom-based pupils upon parent/guardian request.
- Prioritize service to *unduplicated pupils* (a student classified as an English Learner, eligible for free or reduced meals or is a foster youth) enrolled in the Alum Rock School District
- Program standards need to be aligned with ASES Program
- ASES and ELO-P should be considered a single, comprehensive program
- Provide no less than 9 hours a day of programming when combined with instructional time (ie. intersession and summer)
- Provide programming on all school days and 30 intersession days
- Provide before or after school components on one or multiple sites in the LEA
- Prioritize programs at school sites in lowest income communities while maximizing the number of schools with programs

Statewide Funding Sources that support *Expanded Learning Programs*



ASES & 21st CCLC Programs

Funding Source: ASES - State; 21st CCLC - Federal

Duration: Ongoing

Funding Initiated*: ASES - 2006; 21st CCLC 1996

AB 86 ELO Grants

Funding Source: State & Federal

Duration: One-time through September 30, 2024**

Funding Initiated: Spring 2021

Expanded Learning Opportunities Program

Funding Source: State

Duration: Ongoing

Funding Initiated: Summer 2021

02

Assessment of Needs



Method of gathering input

- Ongoing planning sessions with current ASES partners
- Alignment discussions with Departments of Early Learning, VAPA and SEL
- Analyzing current site needs (waiting lists)
- LCAP Community Forums
- Panorama Survey
- Expanded Learning Parent Survey

Highest Needs based on Input

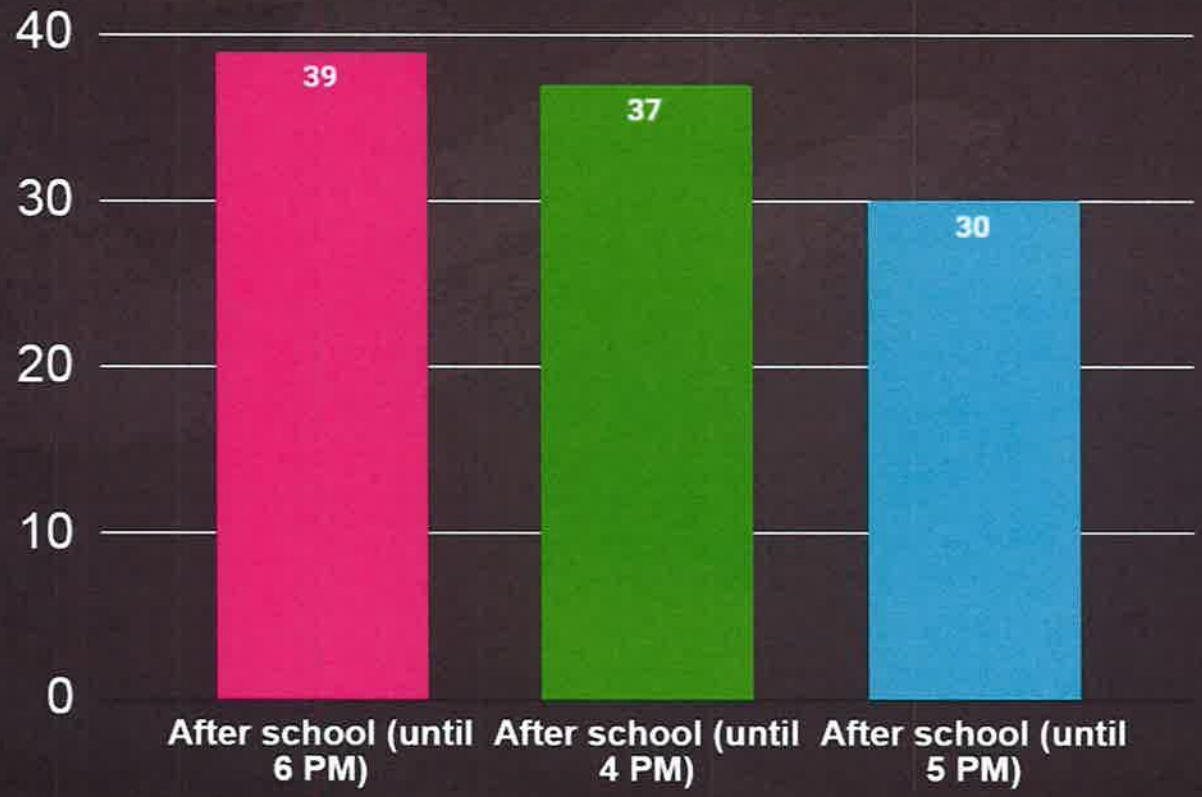
- Majority of families need support through 6 pm
- There is a high percentage of families that favor one hour of additional support after school
- Parents favor enrichment programs for summer
- We are seeing interest for intersession support
- Enrichment and Homework + Enrichment are the highest interest options for families

Expanded Learning Parent Survey

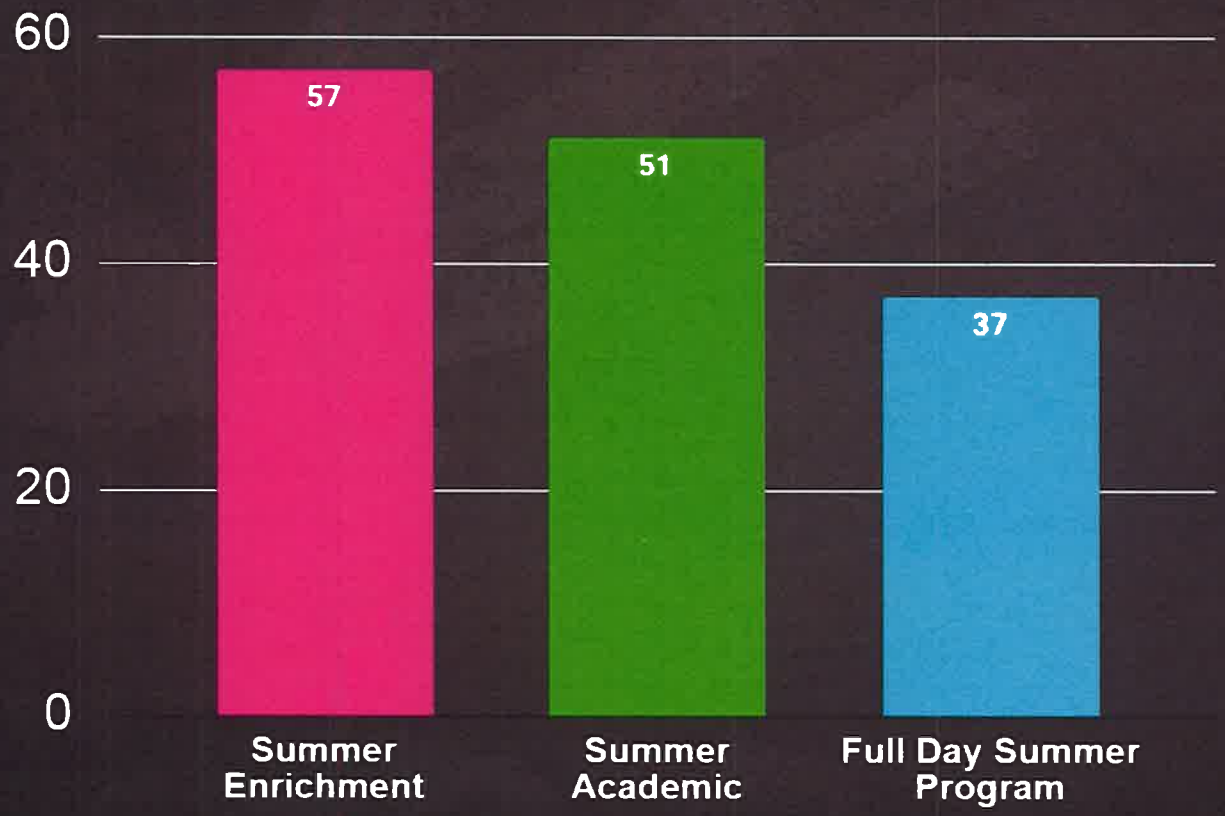
Winter 2022



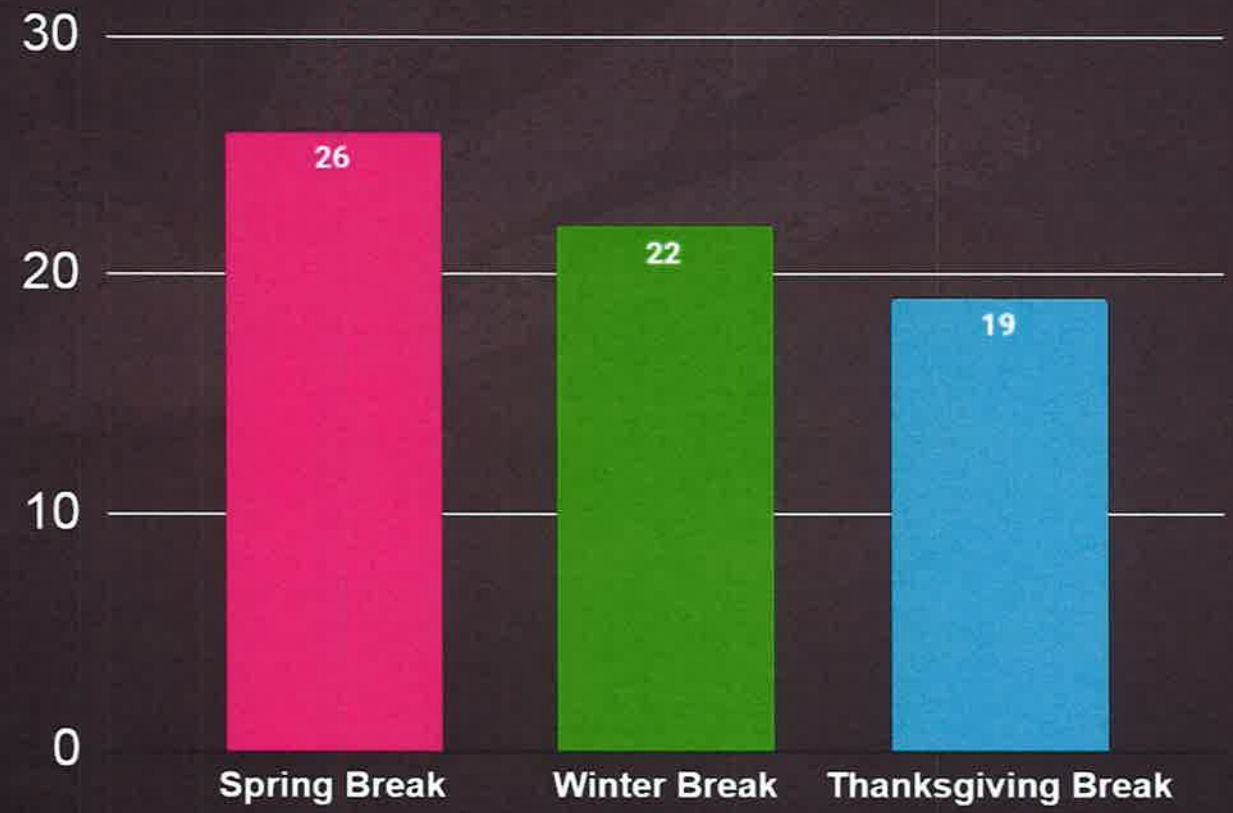
Timeframe


40
30
20
10
0
39
37
30
After school (until 6 PM)
After school (until 4 PM)
After school (until 5 PM)

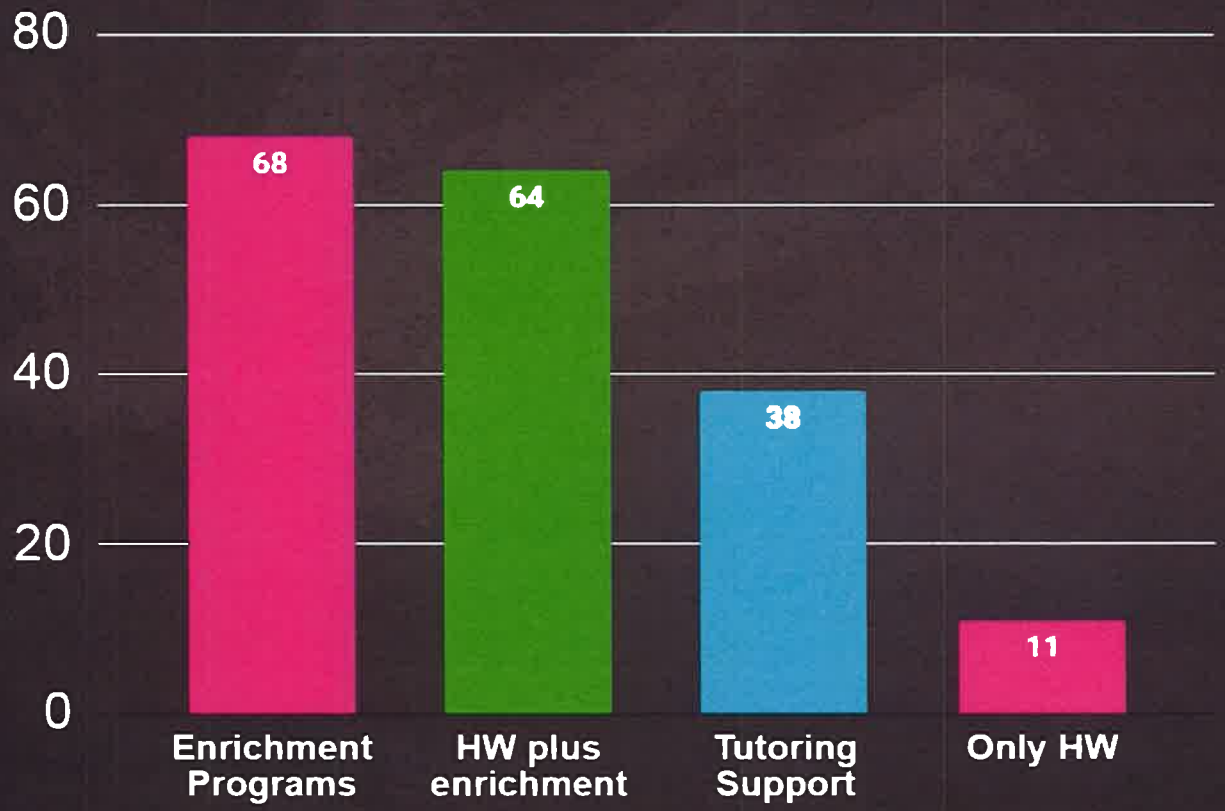
Summer


60
40
20
0
57
51
37
Summer Enrichment
Summer Academic
Full Day Summer Program

Intersession



Type of Programming





03

Program Structure

Vision

To provide a safe and stimulating environment where students engage in a variety of experiences that support their learning and enrich their lives.

Mission

The Alum Rock Expanded Learning Program offers a quality Pre- K and school-age program during the after school space that exemplifies our District vision of providing excellence throug Service, Perseverance, Love, Trust and Equity.

Purpose

The purpose of Alum Rock's Expanded Learning Program is to enhance the school experience for all children during the after school space in alignment with our District LCAP goals and priorities.

Alum Rock Expanded Learning Program

Instructional Day

ASES

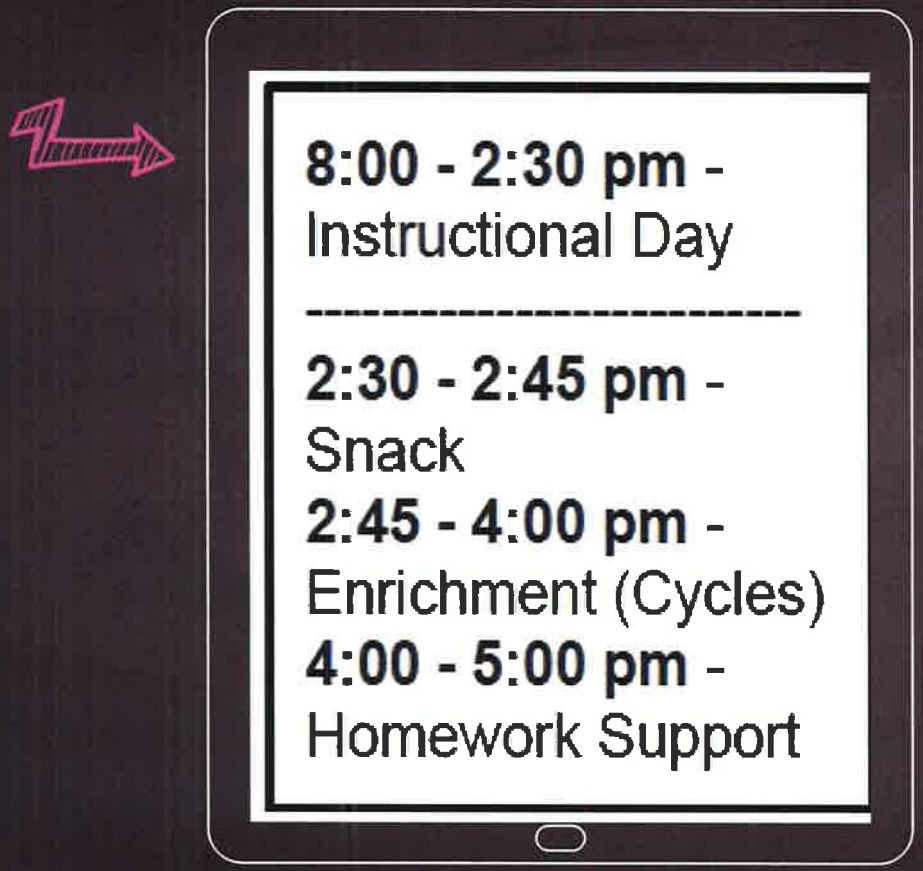
- ★ Every school day until 6 pm
- ★ Homework/ Learning Support
- ★ Enrichment Activities
- ★ Integrated SEL
- ★ Supper



Supper

Enrichment Cycles
(~ 6 - 8 weeks)
Art, Music, Dance, Sports, Robotics, etc

Homework Support



Instructional Day + ELO-P

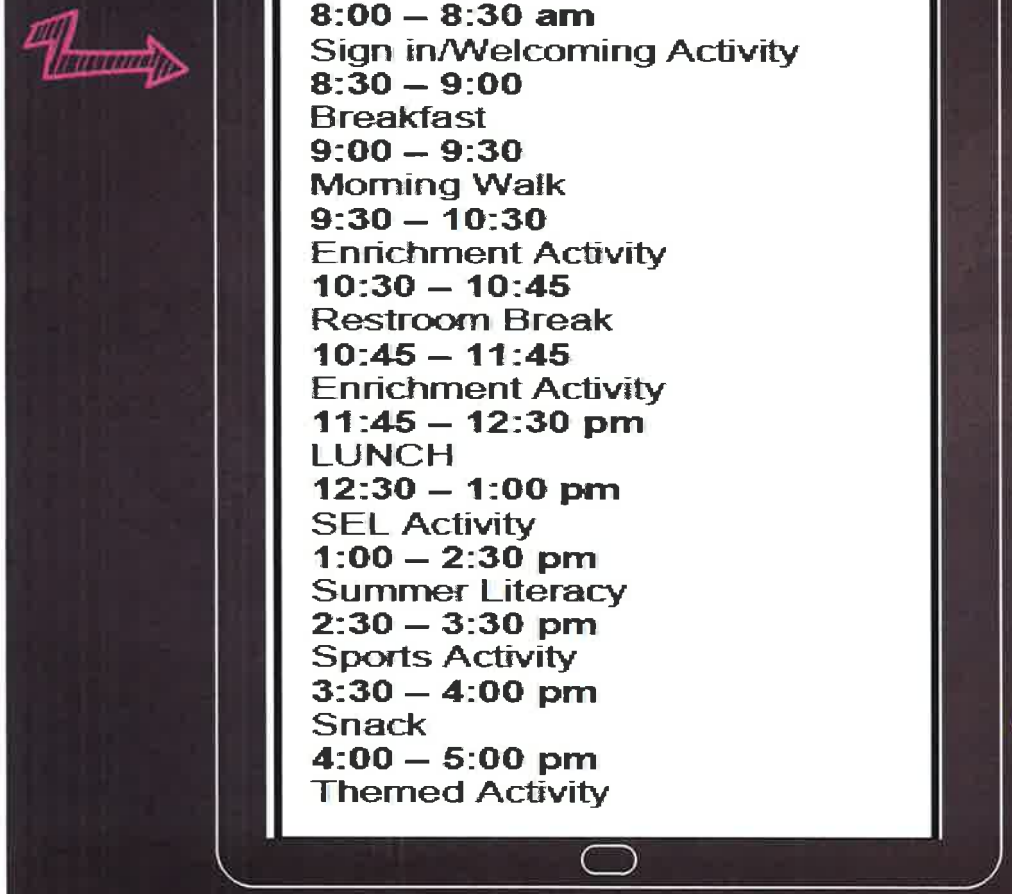
TK/K Instructional Day + ELO-P

8:00 – 11:20 am
Instructional Day

11:20 – 12:00 pm
LUNCH
12:00 – 12:30 pm
Sports Activity
12:30 – 1:30 pm
Homework/Learning Support
1:30 - 1:45 pm
Restroom Break
1:45 – 2:45 pm
Enrichment Activity
2:45 – 3:10 pm
SEL Activitiy
3:10 – 3:40 pm
Snack
3:40 – 4:40 pm
Enrichment Activity
4:40 – 5:00 pm
Closing Activity

late start TK/K can receive 1 hour before instructional day

Intersession Camp



SUMMER Academic Support + ELO-P

8:00 – 12:00 pm
Summer Learning Support

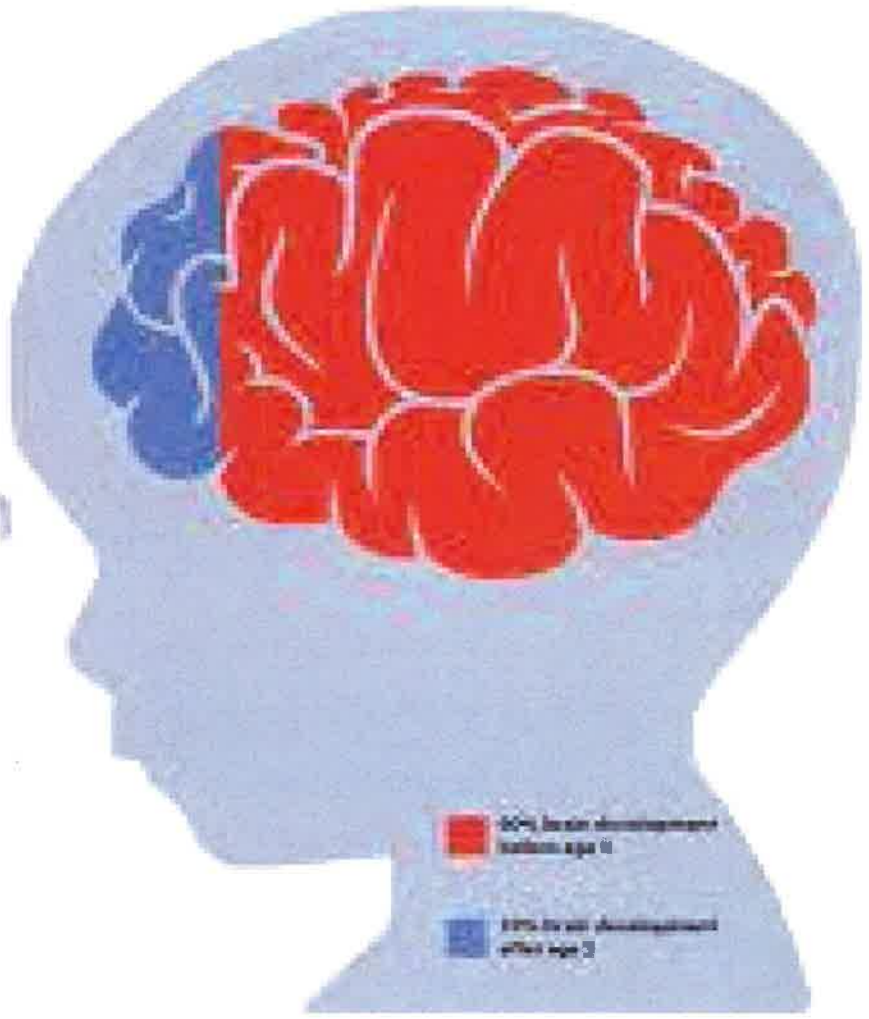
12:00 – 12:45 pm
LUNCH
12:45 – 1:45 pm
Sports Activity
1:45 – 2:45 pm
Enrichment
2:45– 3:15 pm
Snack
3:15 – 3:35 pm
SEL Activity
3:35 – 4:35 pm
Enrichment
4:35 – 5:00 pm
Closing Activity

Universal Pre-Kindergarten UPK

Dr. Dianna Ballesteros

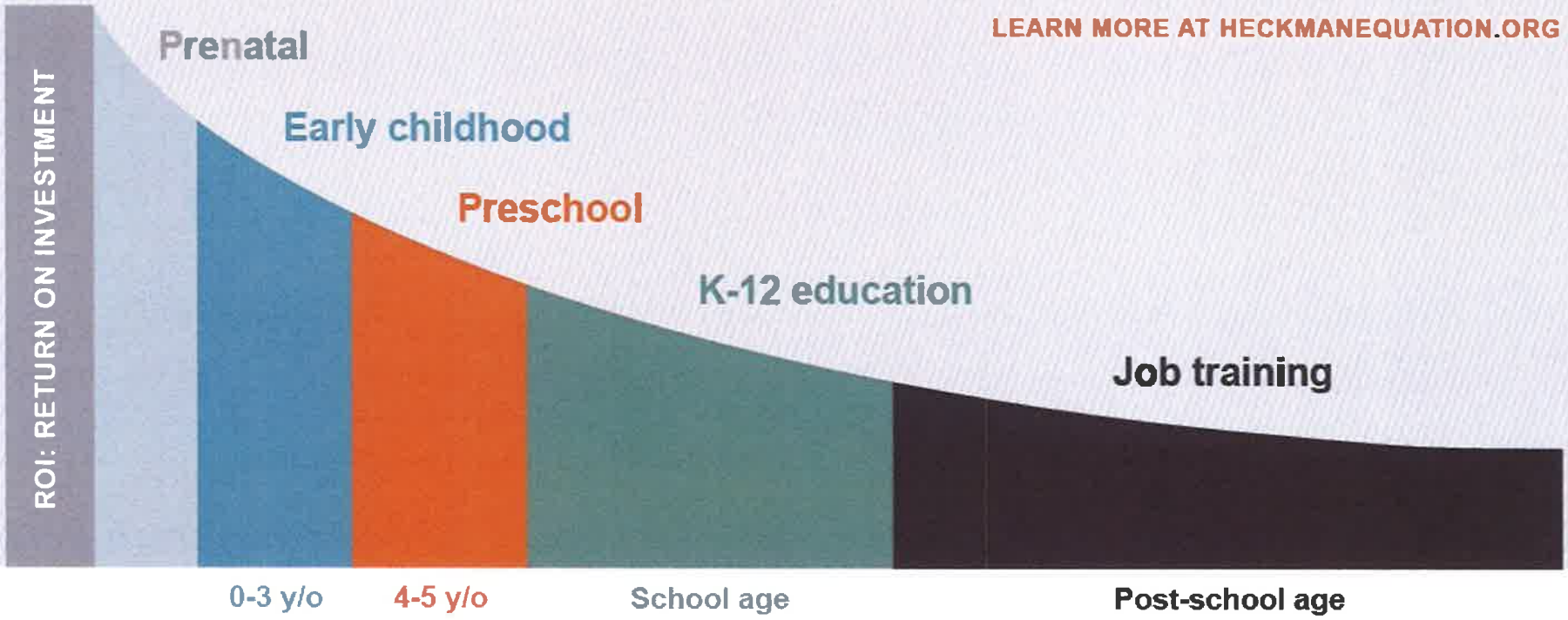
90%

of a child's brain development happens before age 5



Heckman | Return on Investment

Economic impact of investing in early childhood learning.



$1



INVESTED IN EARLY CHILDHOOD YIELDS A $16 RETURN

INCREASED

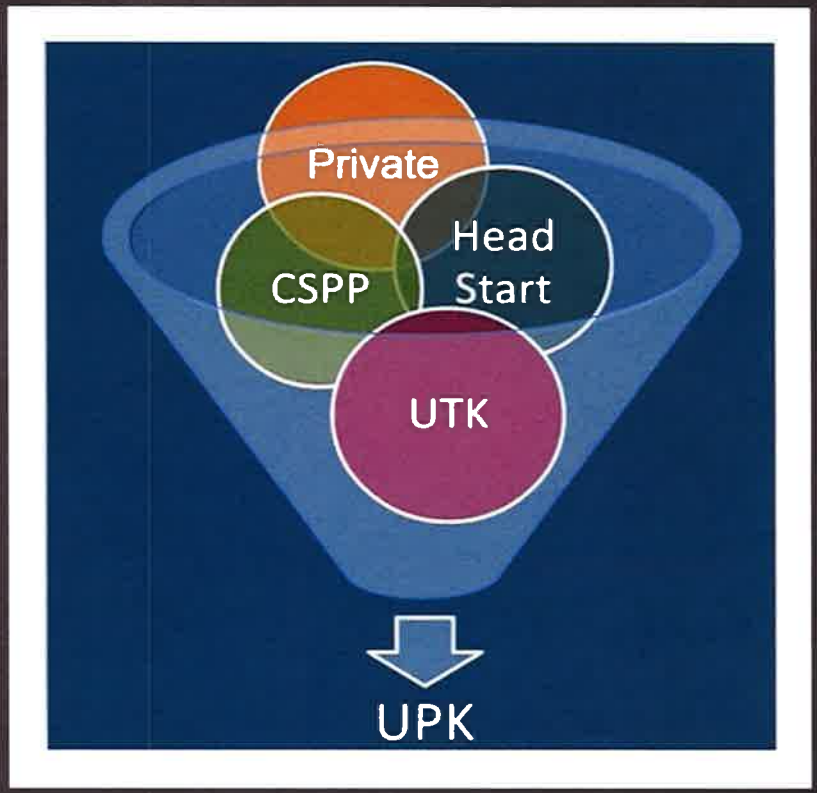
- High School Graduation
- College Matriculation
- Economic Development & Personal Income

DECREASED

- Special Education/Remediation
- Dependence on Social Welfare
- Crime-related Costs & Incarceration Rates

What is UPK?

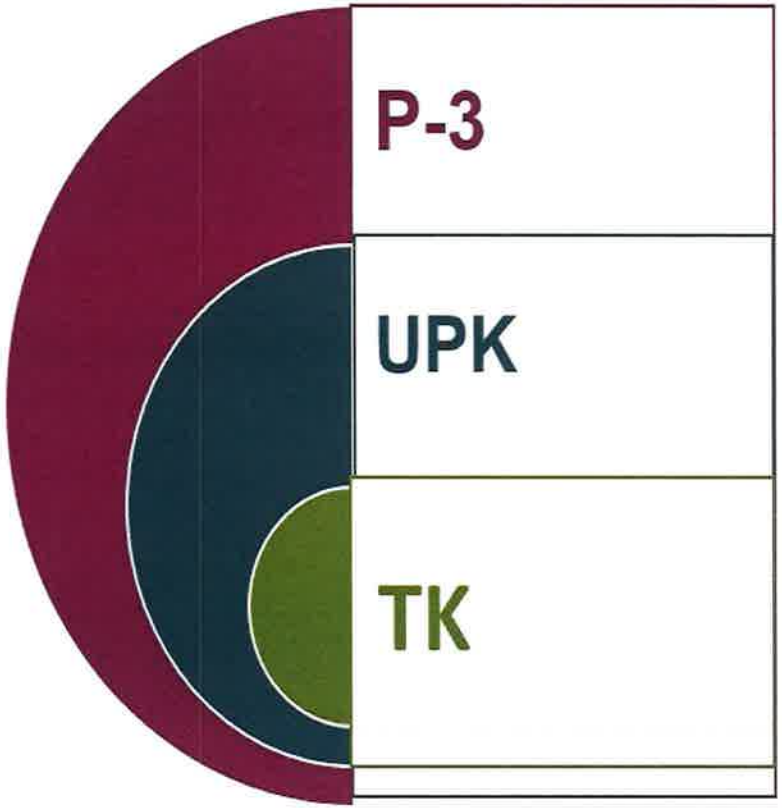
It is the bridge between preschool and Kindergarten for California's children.



Universal Pre-Kindergarten

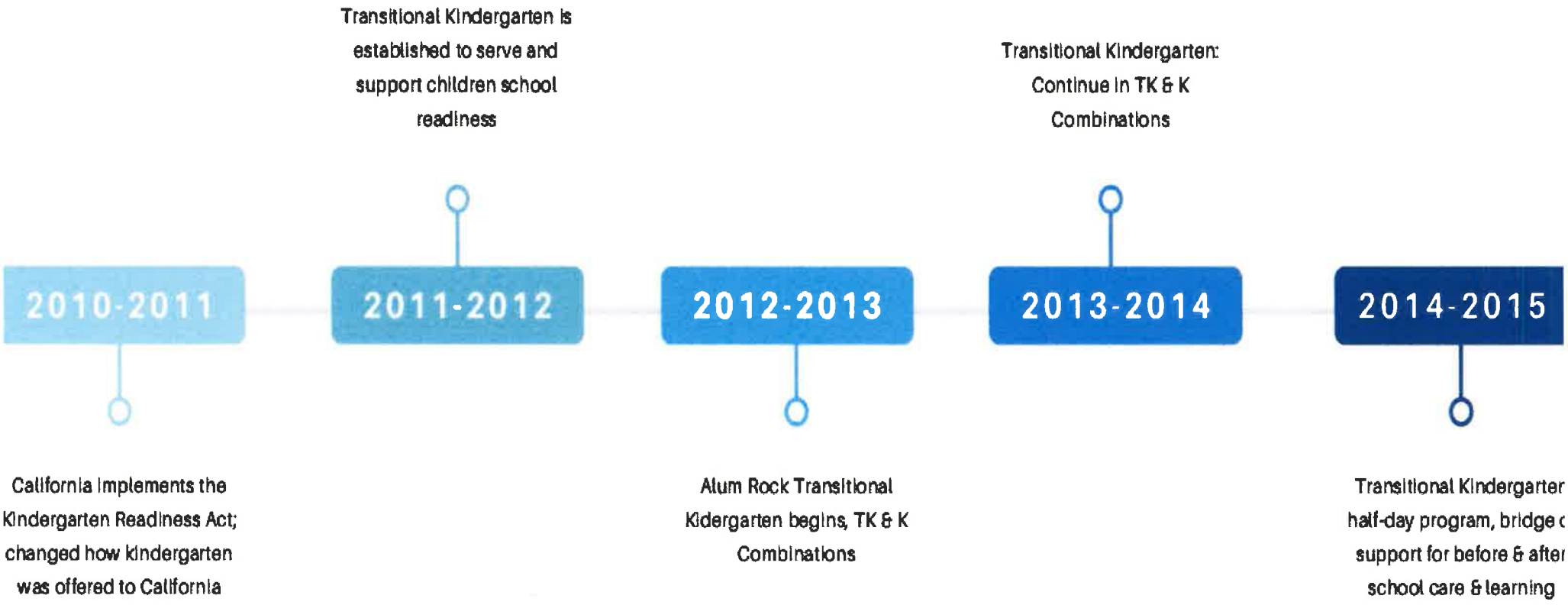
UPK will bring together programs across early learning and TK-12, relying heavily on Universal Transitional Kindergarten (UTK) and California State Preschool Program (CSPP) as well as Head Start, community-based organizations (CBOs), and private preschool to ensure every four-year old child – regardless of background, race, zip code, immigration status, or income level – has access to a quality learning experience the year before kindergarten

How Do Transitional Kindergarten (TK), UPK and P-3 (Preschool through grade 3) Alignment Work Together?



- P-3 Connects UPK with Kindergarten, 1st, 2nd, and 3rd grade
- Aligns developmentally informed best practices, UPK– 3rd grade
- UPK is a mixed-delivery system of UTK, CSPP, Head Start, private providers, and other partnerships
- Provides every four-year old access to high quality learning the year before kindergarten
- TK is an integral program in the mixed delivery system for achieving UPK
- The only program that must serve any four-year old child that wants to enroll by 2025-26.
- Alum Rock has served four-year old children in TK since 2015 prioritizing District funding in this area

Alum Rock Early Learning Historical Timeline 2010-2015



Alum Rock Early Learning Historical Timeline 2015-2019

2015-2016

School districts can admit a child Transitional Kindergarten at age 4; generates Average Daily Attendance after turn 5 Alum Rock Early Adopters of Expanded toTK 4's, 17 Elementary Schools

- Expanded TK innovative & cost effective approach access to early learning programs with school settings ARUSD identifies them as T4's

2016-2017

- Alum Rock School District Quality for all, a roadmap to high quality prenatal through 3rd grade Health & Early Learning System in Alum Rock- a Strategic Plan 2017-2025
- Community partnerships leveraged funds high value system of service throughout the human life span
- Director of Early Learning hired in ARUSD
- SOMOS/F5 Family Resource Center at Chavez

2017-2018

- State Preschool Grant CSPP-ARUSD is awarded California State Preschool Program Grant
- Think Together partnership enhanced
- Dual Immersion Spanish Preschools Adelante I & Adelante II

2018-2019

1172 Children with access to early learning are receiving high-quality early learning- QRIS F5 Elements

Alum Rock Early Learning Historical Timeline 2019-2023

2019-2020

- Adelante I & Adelante II licensed Dept of Social Services Child Care License Division 24 children
- Painter Parent Cooperative County, SCCOE, F5, ARUSD, SOMOS Licensed
- Administrative Assistant of Early Learning on board
- Family Resource Center Quadrant
- Partners Catholic Charities added SOMOS Mayfair 4 family resource center- Chavez, Cureton, Hubbard, Painter
- Covid-19

2020-2021

- Summer in person Bridge to Kinder 10-year-celebration a record 200 applications 132 served
- California Education Partners PreK-3rd grade Coherence Collaboration at Adelante II
- California's Master Plan for Early Learning & care: Making California for all kids.
- Building academic structural bridge between Preschool & Elementary
- PreK- 3rd Program
- T4TK Virtual Distance Learning New Teacher Center virtually support our T4TK educators

2021-2022

- PK (8), T4TK (12), Kinder (32), Combination TK/K (8), SDC TK/K (8)
- Elementary Schools (17)
- Count of all young Children 3 years-5 years (1250)
- SLS added to FRC Quadrants
- Counselors & Interns on campus

2022-2023

- Universal Preschool Kindergarten & Universal Transitional Kindergarten roll out begins in California
- Expanding annually until available to all the States & California 4-year-olds by 2025-2026
- Expansion Innovation Mixed Delivery of Service Models considered
- Blended TK-CSPP Classes
- Infant Toddler Center
- Blended Model Preschool at McCollam & Painter Cooperative
- Expanded combined 9-hour-day
- Dual Immersion Vietnamese Blended TK-CSPP
- Alum Rock full expansion to all 4-year-olds by 2022-2023 eligibility window open through June


TKCalifornia
SCHOOL
5 2025–26 FINISH LINE!
All children who turn 4 by September 1st can enroll in TK!
4 2024–25 ALMOST THERE...
September 2 – June 2 Birthdays
2 2022–23 GO!
TK Expansion Begins!
September 2 – February 2 Birthdays
• Max class size: 24
• 12:1 student/teacher ratio
• Last year for TK teachers to complete teacher Training Requirements
3 2023–24 GETTING EVEN BETTER...
September 2 – April 2 Birthdays
• 10:1 student/teacher ratio (contingent on funding)
• All TK teachers must possess credential + specified ECE training
1 2021–22 READY, SET...
September 2 – December 2 Birthdays
• Implementation Grants issued
• Facilities Grants issued
• TK Teacher Training Requirements extended until 2023
TK Policy Map
tkcalifornia.org

Early Learning Center Concept

Assistant Superintendent Rene Sanchez
Dr. Dianna Ballesteros



2017 – 2025

QUALITY FOR ALL

Roadmap to a High-Quality Prenatal—3rd Grade Health & Early Learning System in Alsun Rock Union Elementary School District

Strategic Goals 2017-2025

Goal 1

Align and Integrate Systems

Goal 2

Provide inclusive, equitable, affordable and universal access to high-quality early learning experiences

Goal 3

Address social determinants that impact children's health and learning

Goal 4

Strengthen family-school-community partnerships

Goal Five (*Quality for All*)

Demonstrate impact and achieve sustainability!

Alum Rock Early Learning Activities Elementary Schools

17 Elementary School Sites	Aligned SEL Kimochis	Cobuilitive Early Learning Services- Director of Early Learning- Cowell Foundation	CSPP- Think Together Preschool	Demonstration Site-Single System of Support Enhanced Cesar Chavez Family Resource Center	Early Learning Partner Centers	ELSB Aptitud Early Literacy Block Grant TK-3rd	ESGI Assessment TK K- 1st	Expanded Summer Programming Bridge to Kinder	Family Child Care Homes in ARUSD	Family Resource Center Quadrants- ASQ & ASQse, Family Educational Opportunities	Grail Family Services	Kristi Yamaguchi Foundation- Always Dream Family Engagement and Language Arts	New Teacher Center- Teacher Leaders & Coaches	P3CC California Education Partners Pre-K through 3rd Coherence Collaboration, Adelante II Improvement Team plus Pre-K Think Together	Painter Cooperative Preschool	Raising a Reader	Social Emotional Supports- Kimochi Approaches	SOMOS Escuelita mixed delivery services early learning, enhanced at Quetzal Gardens employee infant toddler site	Square Panda Technology	Universal Access to Preschools in ARUSD	Universal Access to Transitional Four-and Transitional Kindergarten
Adelante I Academy		X	X		X		X												X	X	X
Adelante II Academy	X	X	X		X		X	X						X		X	X		X	X	X
Aptitud	X	X			X	X	X						X			X	X			X	X
Cassell	X	X					X										X			X	X
Chavez		X		X	X		X			X								X		X	X
Cureton	X	X			X		X			X						X	X			X	X
Dorsa	X	X					X					X				X	X			X	X
Hubbard	X	X			X		X	X		X	X		X				X			X	X
Linda Vista	X	X			X		X	X				X					X			X	X
LUCHA	X	X					X					X	X				X			X	X
Lyndale		X					X									X				X	X
McCollam		X					X														X
Meyer		X			X		X													X	X
Painter	X	X					X	X		X					X	X	X	X	X	X	X
Russo/McEntee	X	X			X		X										X			X	X
Ryan	X	X			X		X						X			X				X	X
San Antonio		X					X	X												X	X

Dr. James Heckman (Nobel in Economics Sciences)

James Heckman-His recent research focuses on inequality, human development and lifecycle skill formation, with a special emphasis on the economics of early childhood. He is currently conducting new social experiments on early childhood interventions and reanalyzing old experiments.

Investing in Early Learning Center - FACTs

Investment to strengthen early learning opportunities from prenatal is a change that will holistically support families and children before they reach the formal education classroom

The Early Learning Center is one more step to ensure that all children in Alum Rock walk into our schools healthy, physically and mentally, and well equipped with the foundational social emotional capacity and skills to help them be resilient and thrive

Innovation and Opportunity for the Alum Rock Families







Community Voice (Early Learning)

1. Facilities Repurposing Committee
2. Strategic Planning Committee
3. Partner Focus Groups
4. LCAP Forums

EARLY LEARNING CENTER - Cesar Chavez Campus

- ★ High quality research based prenatal through 5 years-old model
- ★ A strong innovative unique partnerships of public and private provider partnerships
- ★ A platform for early childhood education and system change for the benefit of children, families, and communities

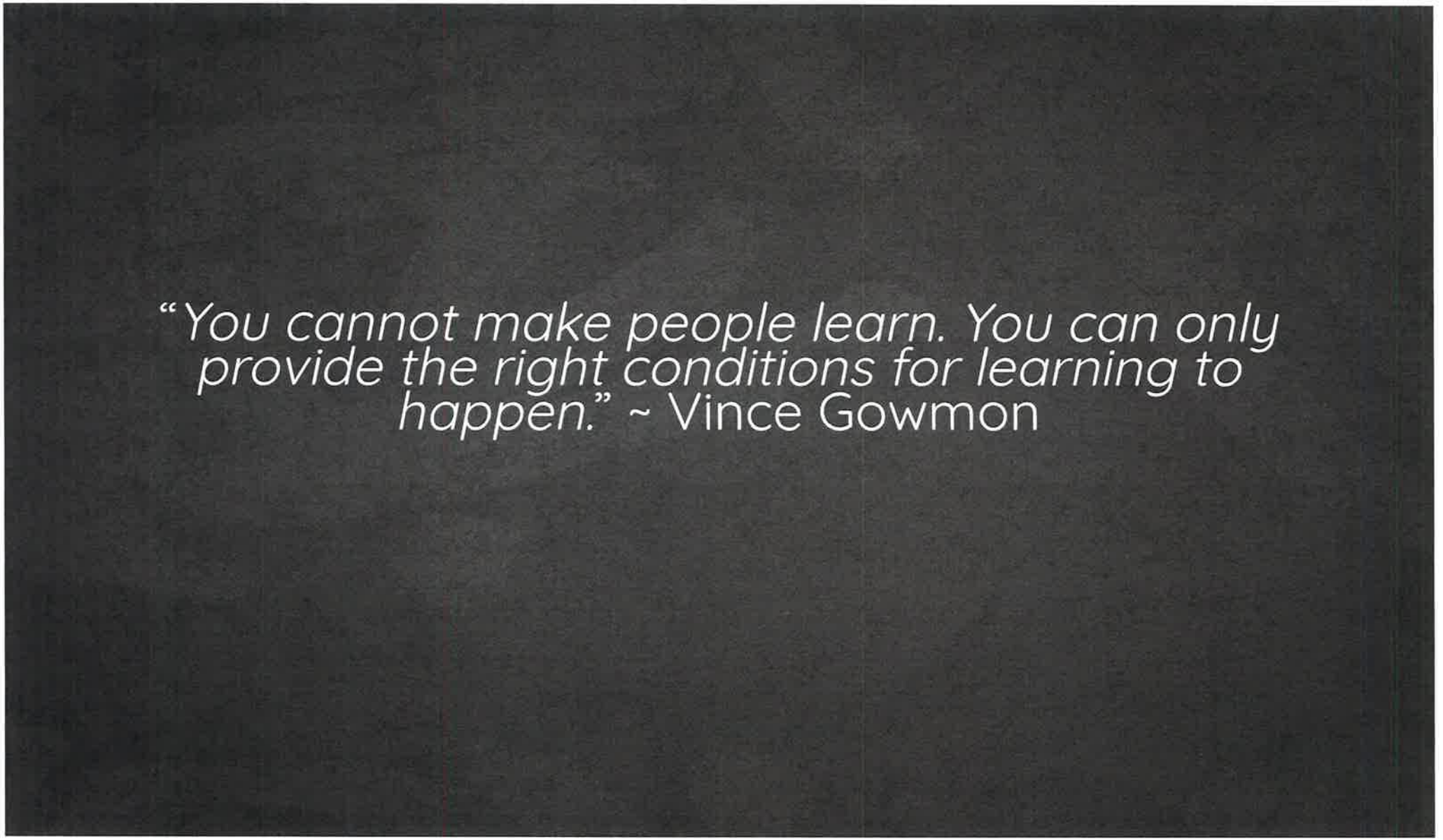
Comprehensive Early Learning System of support

- Child Care/Preschool
- Infant through Kindergarten programming
- Extended nine hour day
- Professional development
- Family Resource Center
- Parent training
- Preschool Assessment Center
- Social Emotional Learning Department

Strong Partnership with Kidango

- Over 40 Years of experience serving Families
- Serving over 4,000 kids daily in the Bay Area
- Operating over 50 Child Care Centers
- Rigorous Learning environments
- Behavioral and Mental Health Services

"Giving love, nutrition, and learning opportunities needed to develop the early language, math, and social-emotional skills....."


"You cannot make people learn. You can only provide the right conditions for learning to happen." ~ Vince Gowmon

Thanks!

Questions on Expanded Learning Programs?
Sandra Garcia, Director of State and Federal Programs
(408) 928-6935
sandra.garcia@arusd.org

Questions on Universal Pre-Kindergarten?
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(408) 928-
dianna.ballesteros@arusd.org



Questions on Chavez Early Learning Center Redesign
Rene Sanchez, Assistant Superintendent of Instructional Services
(408) 928-6800
rene.sanchez@arusd.org

2.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: April 6, 2022

Subject: **Full-Day Universal Pre-Kindergarten (UPK) and Universal Transitional Kindergarten (UTK) for all Four-Year-old children in Alum Rock Union Elementary School District.**

Staff Analysis: **As specified in *Education Code (EC) 8281.5*, LEAs must develop a plan for consideration for providing all children in attendance of the local educational agency access to full-day learning programs the year before kindergarten. In alignment with requirements by The State of California and The Department of Education, the presentation will introduce and highlight the work across the district on Universal Pre-Kindergarten (UPK) and Universal Transitional Kindergarten (UTK).**

Recommendation: Information Only

Submitted by: Dr. Dianna Ballesteros Title: Director, Early Learning

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Information Only

2.02

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

2.03

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: April 6, 2022

Subject: **Approve Cesar Chavez Early Learning Center.**

Staff Analysis: **Approve the re-design of Cesar Chavez Elementary into the Cesar Chavez Early Learning Center. The Cesar Chavez Early Learning Center will serve Alum Rock students in Special Education Preschool, Young 4-year-olds, TK, and Kinder grades. The Early Learning Center will also increase Early Learning services from infant to preschool through a partnership with Kidango. The Cesar Chavez Early Learning Center will provide up to 9 hours of early care year-round for participating students and families.**

Recommendation: **Approve the re-design of Cesar Chavez Elementary into the Cesar Chavez Early Learning Center.**

Submitted by: Dr. Dianna Ballesteros Title: Director, Early Learning

Approved by: Rene Sanchez R.S Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Recommend Approval

2.03

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____



Alum Rock Union School District

ARUSD

2017 - 2025

QUALITY FOR ALL

Roadmap to a High-Quality Prenatal—3rd Grade Health & Early Learning System in Alum Rock Union Elementary School District

EXECUTIVE SUMMARY

Learning begins at birth, and all children are capable of achieving their full potential in school and life. However, healthy child development that leads to success in school and life does not happen on its own or in isolation. Helping children reach their full potential requires a "whole person, life-course approach" that addresses the multiple and intersecting determinants that influence the health, education and well-being of children and families across the lifespan.

Unfortunately, too many children begin life with the odds stacked against them. Complex family challenges—such as poverty, cultural and linguistic isolation, discrimination, unstable housing, lack of access to high-quality early learning experiences, substance use, mental illness, and family or community violence—can create toxic levels of stress that damage the developing brain and threaten children's lifelong health, development, and learning. Without high-quality relationships and supports to buffer the cumulative effect of these stressors, children facing adversity are at greater risk of entering school without good health and foundational physical, social, emotional, behavioral and academic skills they need to succeed in school.

Decades of research show that children who start school behind their peers in foundational school readiness skills are more likely to stay behind. This "readiness gap" feeds into the "achievement gap," or disparities in educational outcomes such as 3rd grade reading proficiency—a key predictor of high school graduation rates. Lower educational attainment, in turn, increases the risk of repeating the cycle of socioeconomic disparities that sets the stage for the achievement gap in the next generation of children. To complicate matters further, the systems that exist to support children and families are often siloed or operate based on policies and practices that widen the opportunity, readiness and achievement gaps instead of creating equity.

The Alum Rock Union Elementary School District's Quality for All: Prenatal—3rd Grade Health & Early Learning System Plan outlines a vision and "Pathway to Success" to ensure that by 3rd grade, all children in the district are healthy, thriving and on the path to reaching their full potential in school and life. The Pathway to Success begins prenatally and lifts the whole health of children, families, and the community. It requires informal and formal health, educational and family strengthening systems to work in partnership with families to build an equitable, inclusive system that ensures all children have access to the high-quality health care, early learning experiences, family relationships, and environments that will prepare children for success in school, college, career, and life.

PRENATAL - 3rd GRADE PATHWAY TO SUCCESS





STRATEGIC GOALS

2017-2025

The Alum Rock Partners have identified the following strategic goals to guide their collaborative, systems-building efforts:

GOAL 1
Align and Integrate Systems

Align policies, programs, standards, practices, professional development, evaluation, funding and other "pillars" of the Alum Rock Prenatal—3rd Grade Health and Early Learning System.

GOAL 2
Provide inclusive, equitable, affordable and universal access to high-quality early learning experiences

Ensure all children and families in ARUESD have inclusive, equitable and universal access to high quality early learning experiences prior to entering kindergarten.

GOAL 3
Address social determinants that impact children's health and learning

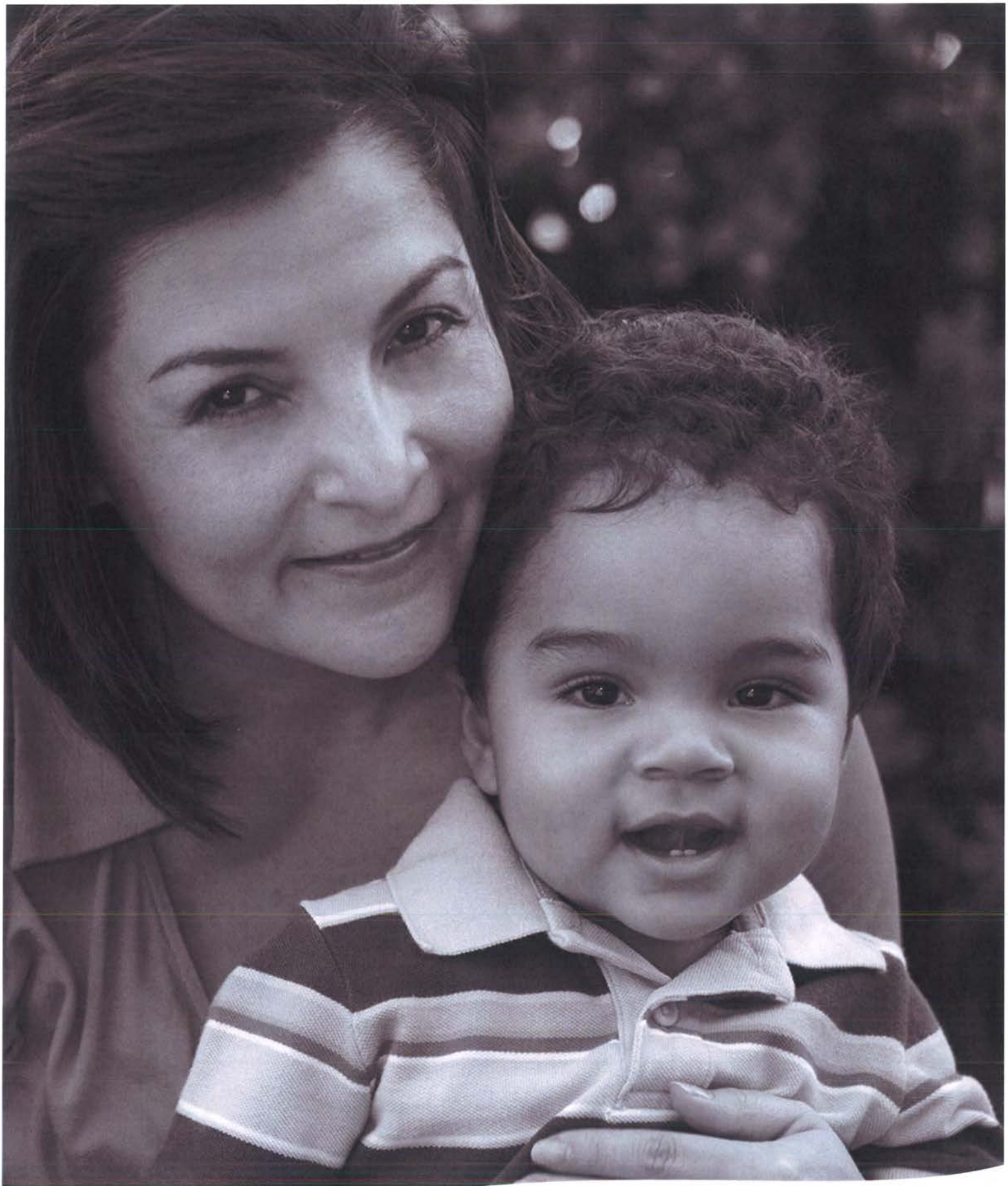
Ensure children and families have access to a comprehensive system of services and supports that meet the needs of the whole child and family—physical, social, emotional, behavioral, academic, economic—and prepare children to be ready for and suc-

GOAL 4
Strengthen family-school-community partnerships

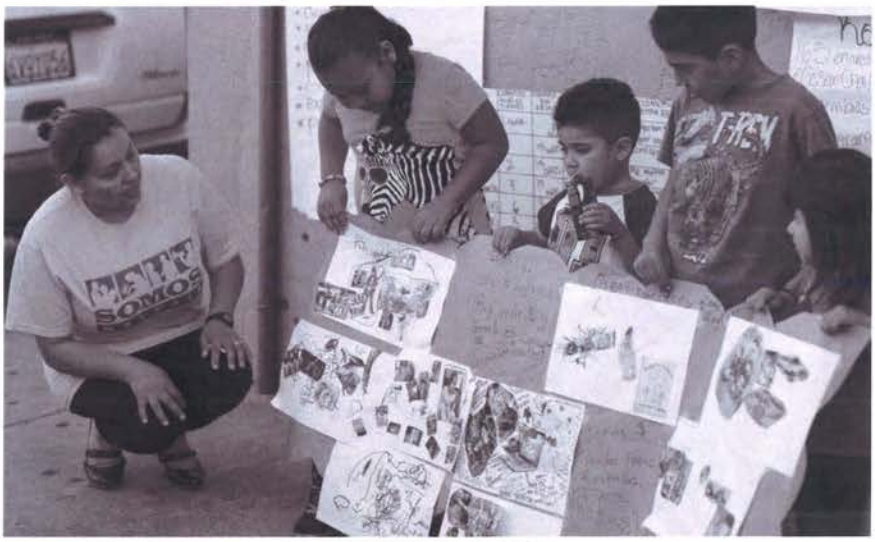
Ensure early learning providers, educators, service providers and Alum Rock families engage with each other as equal partners to foster children's health, well-being and learning at home, at early learning sites and elementary schools, and in their surrounding networks of families, friends, neighbors

GOAL 5
Demonstrate impact and achieve sustainability

Ensure the Alum Rock Prenatal—3rd Grade Health and Early Learning System is an effective, sustainable, replicable model for closing the opportunity, readiness and achievement gaps for all children.




READER. Tomorrow a LEADER
aprende
SOMOS
MAYFAIR


SOMOS



ACKNOWLEDGEMENTS

This plan was developed based on the collective wisdom, experience, and passion of the Alum Rock Partners listed below. It will serve as a living document that simultaneously guides the partners' collaborative efforts and evolves to reflect the partners' successes and lessons learned.

Dr. Hilaria Bauer, Superintendent
Alum Rock Union Elementary School District

René Sanchez, Assistant Superintendent
Alum Rock Union Elementary School District

Dr. Dianna Ballesteros, Director of Early Learning
Alum Rock Union Elementary School District

Lisa Colvig-Niclai, Vice President of Evaluation
Applied Survey Research

Jolene Smith, Chief Executive Officer
FIRST 5 Santa Clara County

Melanie Daraio, Chief Program Officer
FIRST 5 Santa Clara County

Veronica Goei, Executive Director
Grail Family Services

Scott Moore, Executive Director
Kidango

Sheryll Ebbs, Executive Director
San Juan Bautista

Dr. Mary Ann Dewan, PhD, Interim Superintendent
Santa Clara County Office of Education

Don Bolce, Director of Early Learning Services
Santa Clara County Office of Education

Ana Trujillo, Head Start Director
Santa Clara County Office of Education

Adolfo Pando, Head Start Program Manager
Santa Clara County Office of Education

Camille Llanes-Fontanilla, Executive Director
SOMOS Mayfair

Zelica Rodriguez-Deams, Associate Director
SOMOS Mayfair

Strategic Planning Consultant

—

Nicole M. Young, MSW
Optimal Solutions Consulting

Strategic Plan Design

—

Daniel Tran, Design Director
FIRST 5 Santa Clara County

WHO WE ARE

The Alum Rock Union Elementary School District Prenatal—3rd Grade Partners **(Alum Rock Partners)** are **staff and parent leaders** from organizations that are committed to building an inclusive, equitable, high-quality, integrated system that promotes **children's health, development and learning from the prenatal period through 3rd grade.** The Partners include:

Alum Rock Union Elementary School District (ARUESD)

Applied Survey Research (evaluation partner)

Families in ARUESD

FIRST 5 Santa Clara County

Grail Family Services

Healthier Kids Foundation

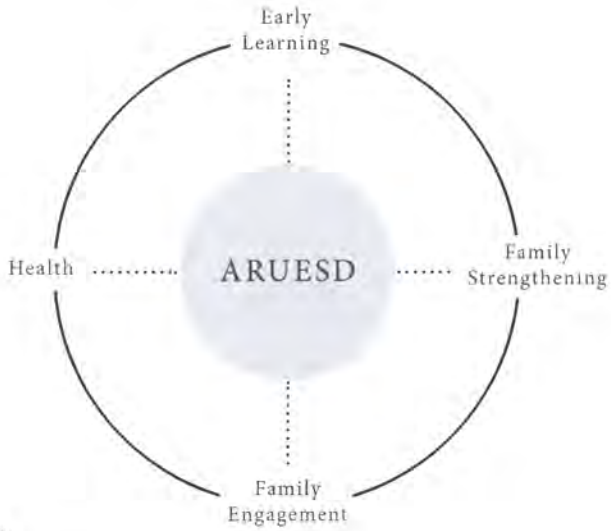
Kidango

San Juan Bautista

Santa Clara County Office of Education/Head Start

SOMOS Mayfair

Other partners as identified



OUR MISSION

To work in partnership with families to build an inclusive, equitable and universal system that closes the opportunity, readiness and achievement gaps, ensuring all children in Alum Rock Union Elementary School District are succeeding in school by the end of 3rd grade.

VISION OF SUCCESS

All children in Alum Rock Union Elementary School District are healthy, thriving and on the path to reaching their full potential in school and life.



PHILOSOPHY & GUIDING PRINCIPLES

The Alum Rock Partners will build a comprehensive, high-quality Prenatal —3rd Grade Health and Early Learning System that:

01. Promotes optimal physical, social, emotional and behavioral health, development and learning from the prenatal period through 3rd grade.

02. Is rooted in scientific evidence that positive relationships and experiences in the earliest years of life lay the foundation for future health, learning, and behaviors.

03. Addresses the needs of the whole child within the context of the families and community they live in, to ensure children have the social, emotional, physical, behavioral and academic skills and supports needed to succeed in school.

04. Increases equity and embeds culturally competent practices in all policies and programs, in order to end systemic structures and practices that perpetuate intergenerational opportunity, readiness and achievement gaps.

05. Encourages and validates families as leaders and equal partners in their children's education.

06. Builds on family and community strengths, social and cultural capital, and connectedness.

07. Provides inclusive, equitable and universal access to high-quality early education.

08. Supports both formal and informal educators in providing high-quality early learning experiences for all children.

09. Mobilizes community leaders and partners to provide wraparound family support and create safe and thriving neighborhoods.

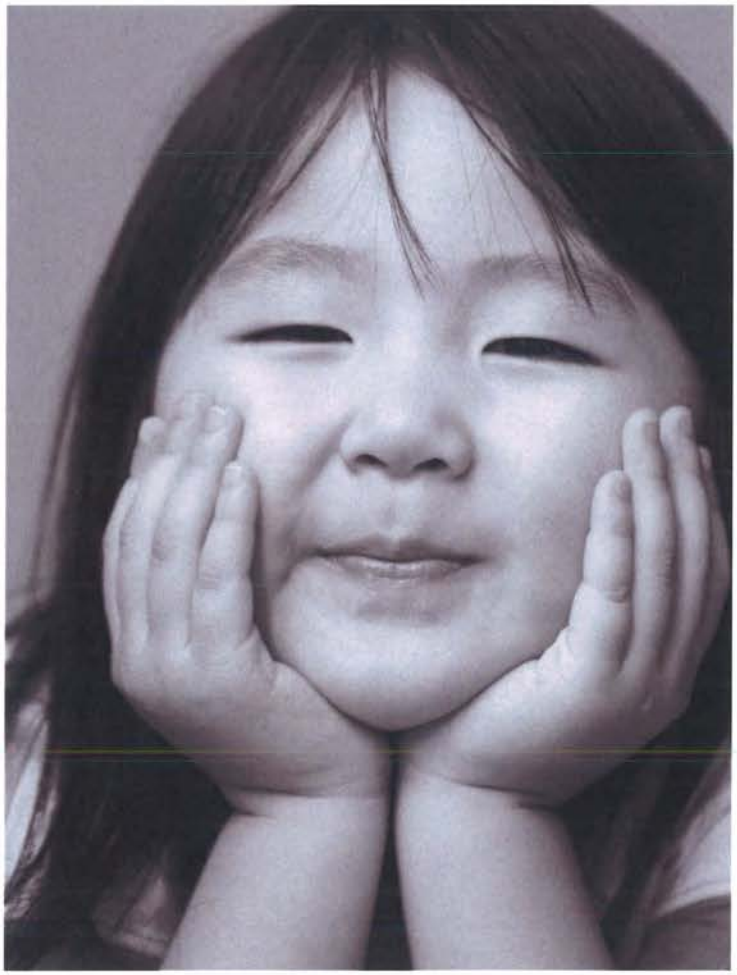
10. Ensures all children enter school healthy with foundational school readiness skills —physical, social, emotional, behavioral, academic—no matter when or how they first enter the Alum Rock Prenatal—3rd Grade Health and Early Learning System.

11. Promotes fluency in English by 3rd grade, while encouraging students to retain their native languages and cultures to become bilingual, biliterate and bicultural.

12. Creates alignment within and across the partners in the Alum Rock Prenatal—3rd Grade Health and Early Learning System.

13. Ensures the legal, technical and ethical use of shared data.

14. Engages all stakeholders—families, early educators, schools, community agencies, health care providers, business leaders, elected officials, funders, and the community at large—in building a high-quality Prenatal—3rd Grade Health and Early Learning system that puts children on the path to success in 3rd grade and beyond.



WHY THIRD GRADE MATTERS

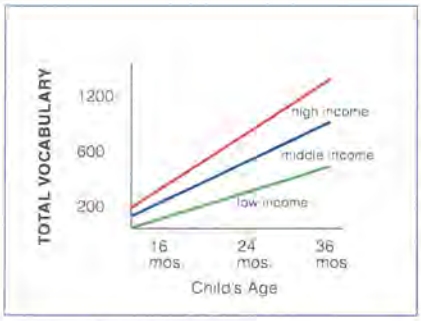


The Alum Rock Partners believe **learning begins at birth, and all children are capable of achieving their full potential** in school and life. However, healthy child development that leads to success in school and life does not happen on its own or in isolation. Helping children reach their full potential requires a "whole-person, life-course approach" that addresses the complex interplay of biological, social, environmental, economic, and institutional determinants that shape the health, education, and well-being of children and families throughout the lifespan and across generations.

Unfortunately, too many children begin life with the odds stacked against them. Exposure to chronic stressors and Adverse Childhood Experiences (ACEs)—such as poverty, cultural and linguistic isolation, discrimination, unstable housing, barriers to accessing health care, lack of access to high-quality early learning experiences, substance use, mental illness, and family or community violence—can create toxic levels of stress that disrupt the developing brain and threaten children's lifelong heath, development, and learning.[1] As the number of adverse experiences in a child's life increases, so does the risk for developmental delays, behavioral problems, low educational attainment, lower wages in adulthood, and poor health outcomes later in life, such as heart disease, diabetes, substance abuse and depression. A 1998 study conducted by Kaiser Permanente and the Centers for Disease Control and Prevention (CDC) found that a person with four or more Adverse Childhood Experiences is 12 times more likely to attempt suicide, 10 times more likely to use intravenous drugs, 7 times more likely to become an alcoholic, and 5 times more likely to experience depression.[2]

To complicate matters further, the systems that exist to support children and families are often siloed or operate based on policies and practices that end up widening the opportunity, readiness and achievement gaps instead of creating equity. For instance, a lack of cross-sector communication and coordination places the burden of navigating complex service systems on families. In other cases, income-eligibility criteria for publicly-funded programs, such as subsidized child care, often become barriers to accessing services or may require families to make choices that end up restricting their economic and social mobility.

Without a system of responsive, coordinated and high-quality health, social, emotional, economic and educational supports to buffer the cumulative effect of these stressors, **children who experience adversity in early childhood are at greater risk of entering school without the foundation of good health, social-emotional skills and academic skills they need to succeed in school.**



Source: Hart & Risley (1995)

Research indicates that children who start school behind their peers in these foundational school readiness skills are more likely to stay behind. A longitudinal study conducted by researchers Betty Hart and Todd Risley found striking differences in the size of children's vocabulary by age 3 that corresponded with differences in parent-child interactions among families of varying socioeconomic status.[3] Hart and Risley estimated that by age 3, **children from lower socioeconomic backgrounds were likely to hear 30 million fewer words than children from higher socioeconomic backgrounds,** and a follow-up study indicated that this early "30 million word gap" was a predictor of language skills and reading comprehension by 3rd grade.[4]

Subsequent research studies have confirmed Hart & Risley's findings that differences in the quantity and quality of verbal interactions between parents and children during the first three years of life are linked to later differences in children's language and literacy skills, contributing to a gap in children's readiness for school.[5] **This "readiness gap" feeds into the "achievement gap,"** or disparities in educational outcomes. The achievement gap can be detected as early as 9 months of age[6] and is often exacerbated for children who live in low-income or under-resourced families, are English Learners, or attend schools that do not provide high-quality education. Without a system of responsive, coordinated and high-quality supports for children and families during the early primary grades, the achievement gap grows wider and more difficult to eradicate.

Third grade is a particularly important milestone in a child's educational development. Students who are not proficient in reading, writing and math by the end of 3rd grade are more likely to struggle in 4th grade when they must focus on reading to learn instead of learning to read. Although reading, writing and math assessment scores are only one dimension of student achievement, they serve as an important warning sign of unmet health, learning or family support needs. If these needs remain unidentified and unaddressed, the achievement gap will continue to grow as the curricula become more difficult each year and students are expected to engage in more complex problem-solving and critical thinking. Persistent academic struggles can contribute to low self-esteem and feelings of inadequacy and failure, which often manifest as social, emotional and behavioral problems at home and school. In fact, The Children's Reading Foundation in Washington State cites low achievement in reading as a "common denominator in school discipline, attendance and dropout problems, and juvenile crime."[7]

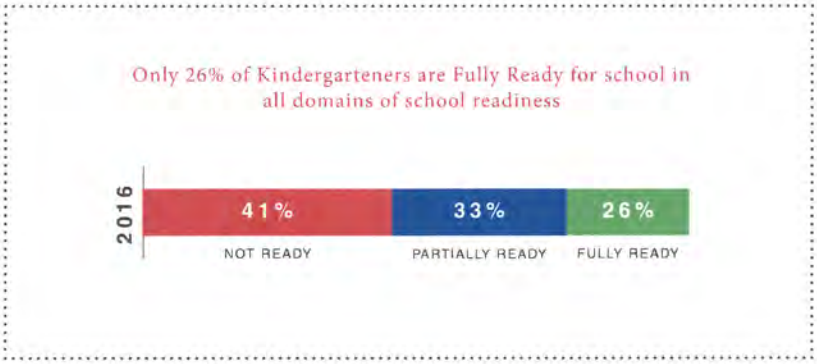
Without a system of responsive, coordinated and high-quality supports, the combined effects of dealing with health, social, emotional and academic struggles can lead both students and families to feel discouraged by and disengaged from their schools, increasing the risk of students dropping out of school before obtaining a high school diploma. Lower educational attainment, in turn, increases the difficulty of finding good-paying jobs, which increases the chances of living in poverty and experiencing other socioeconomic disparities that set the stage for the achievement gap in the next generation of children.

CURRENT GAPS & STRENGTHS

In ARUESD, there are signs of readiness and achievement gaps, as well as indicators that students and families are in need of support. While these data might illuminate areas of concern, there are also strengths within the ARUESD community that can be built upon to close these gaps for all children. The following are just a few examples:

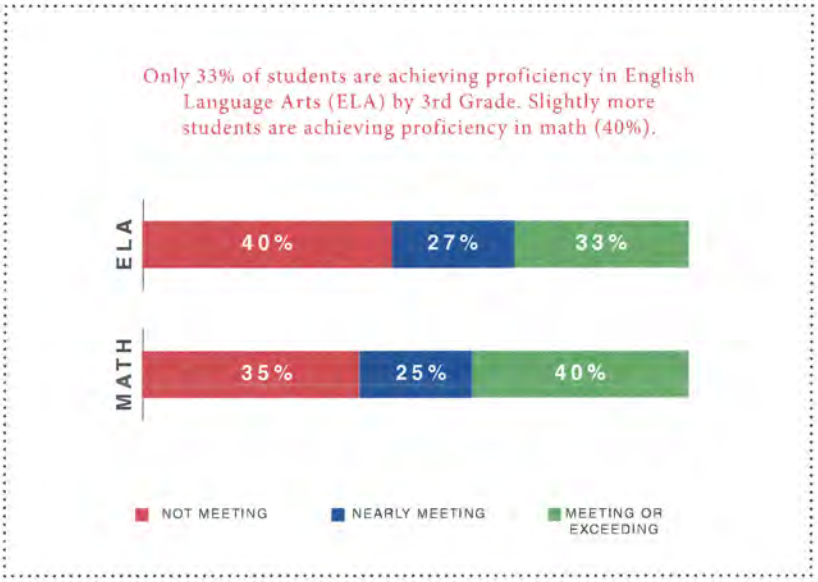
READINESS & ACHIEVEMENT GAPS

- Results from a Fall 2016 School Readiness Assessment conducted by Applied Survey Research in Alum Rock Union Elementary School District Research showed that **only one-quarter of children (26%) were Fully Ready for kindergarten** across the Self-Regulation, Social Expression and Kindergarten Academics domains, **while nearly half (41%) of students were Not Ready.** The remaining 33% of students were partially ready for school.

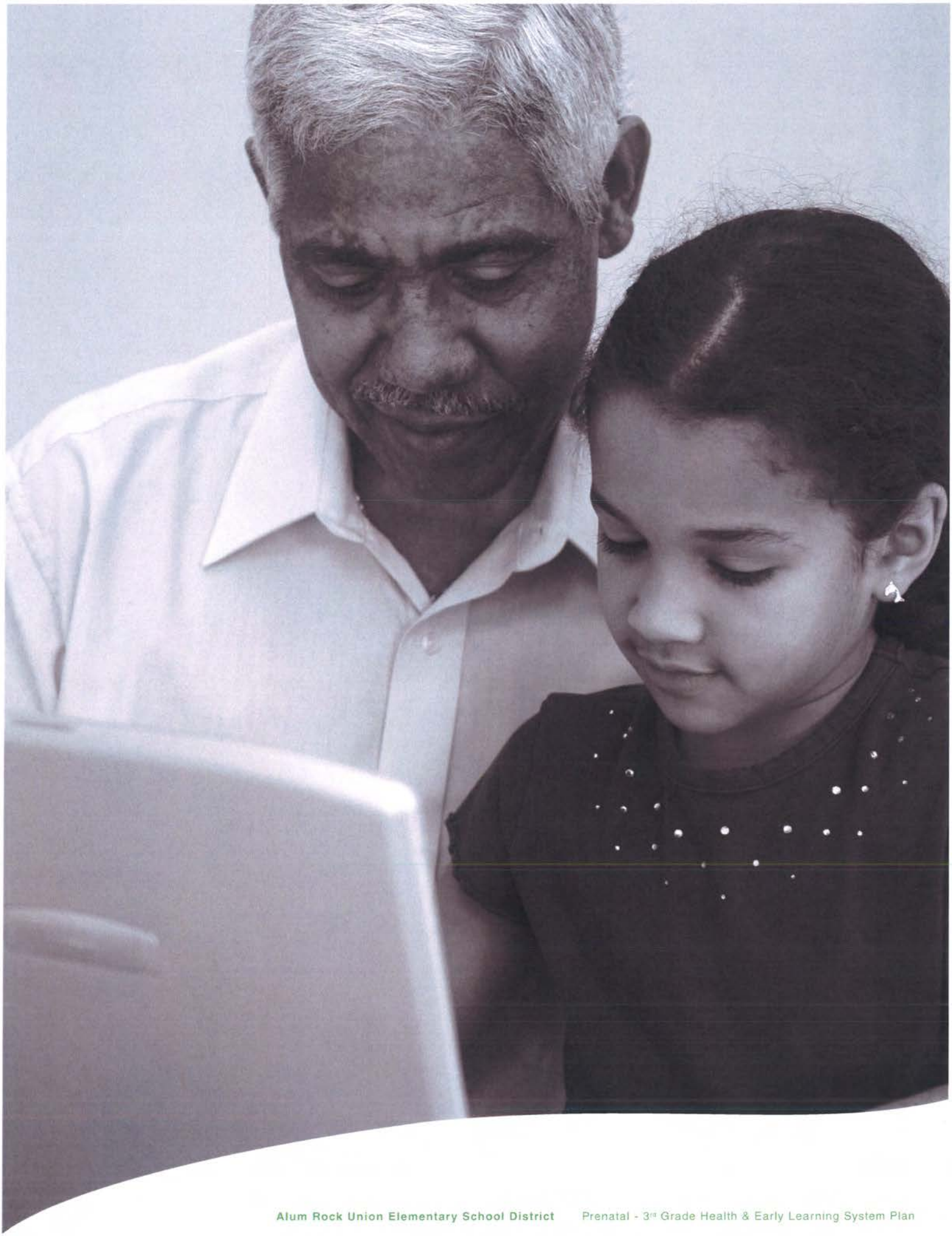


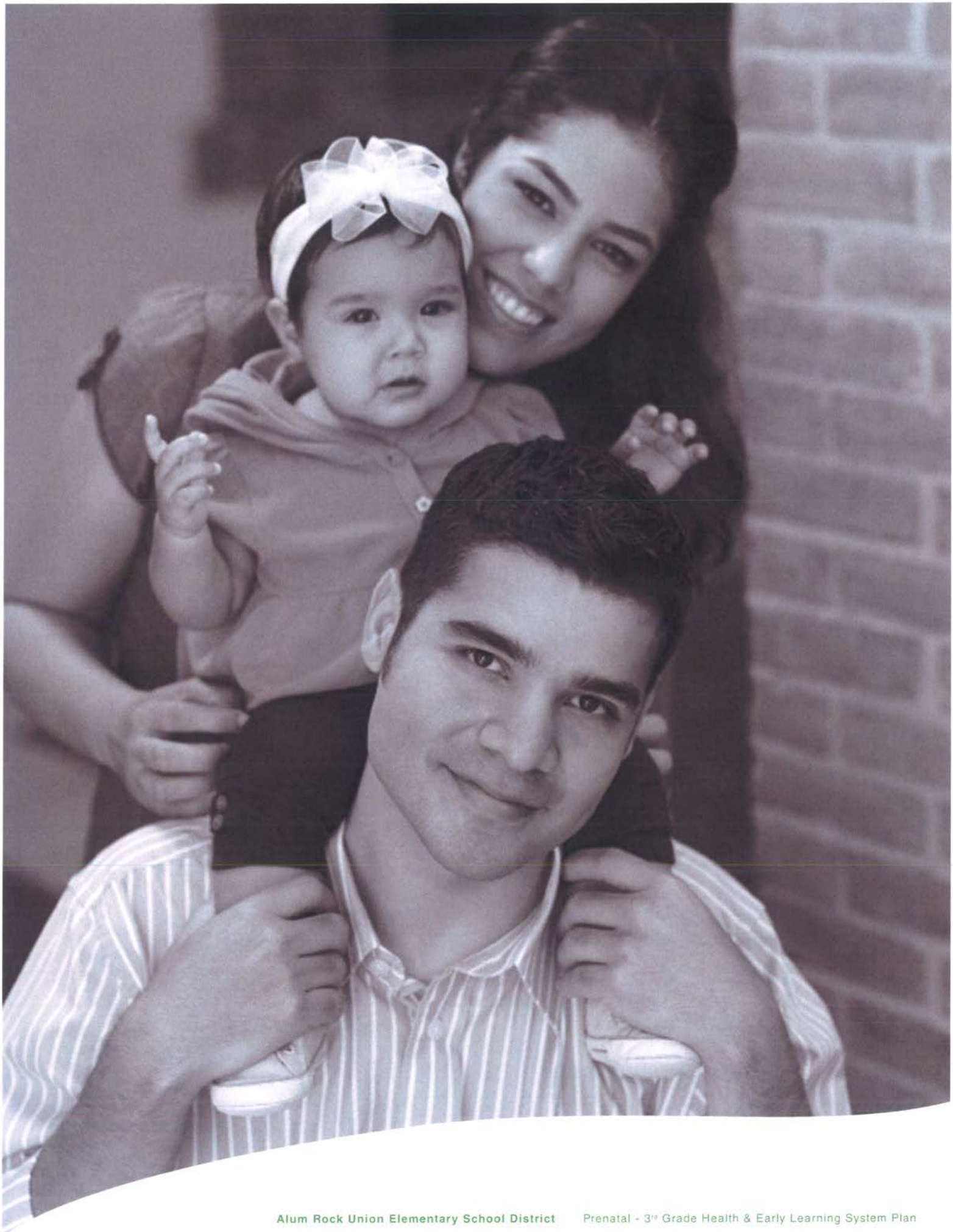
Source: Applied Survey Research, Kindergarten Observation Form; N=491 (2016)

- By 3rd grade, slightly more students are meeting grade-level academic standards, but there is still a persistent achievement gap affecting many students. The Smarter Balanced Assessment Results from the 2016-17 school year show that **only one-third of students achieved proficiency in English Language Arts** (33%).[8] Slightly **more students achieved proficiency in math** (40%). While this is a noteworthy improvement over the 2014-15 school year, when only 29% of 3rd grade students were meeting or exceeding standards in English Language Arts and in math[9], it still means the majority of ARUESD students are at risk of falling further behind and experiencing poor educational outcomes in later years.



Source: CAASPP Smarter Balanced Assessment Results, 2017, Alum Rock Union Elementary School District





HEALTH & FAMILY STRENGTHENING NEEDS

During the 2016-17 school year, **21% of all ARUESD students (TK – 8th grade) or their families received School Linked Services** (SLS) through 24 school sites. It is a promising sign that nearly one-quarter of the district's students and families were referred to or participated in behavioral and mental health services and family engagement events. At the same time, this data points to the types of struggles students and families are facing. The majority of SLS referrals were for behavioral/ mental health services (44%) or family support services to help families meet their basic needs (32%).

In 2016-17, **over 600 children and their families received services from FIRST 5-funded programs in Alum Rock.** While many of the children and parents received preventative, family strengthening services at a Family Resource Center, a significant number of children received more intensive developmental services from the KidConnections Network (n=431) and home visiting from a public health nurse (n=111). This indicates that young children who are—or will eventually be—attending school in ARUESD have potential health, developmental or behavioral challenges. The good news is that vulnerable children and families are getting connected to a system of early intervention and therapeutic services that build on families' strengths, reduce risks, and enhance protective factors.

The Healthier Kids Foundation (HKF) provides hearing, vision and dental screening and case management for students in the ARUESD community, as well as healthy lifestyle classes to parents, and help with health enrollment for children. **HKF's data from the 2016-17 school year indicates that oral health is an issue to pay particular attention to**. Approximately 31% of oral health screenings conducted for children ages 1-9 indicated oral health concerns that led to referrals for dental care. The majority of those referrals ended with children being successfully connected to dental care or treatment. While this is considered a success, a high number of screening cases were closed due to the inability to contact the children's parents. HKF attempts to contact families up to eight times before closing the case. This means that many children with oral health problems may not be receiving appropriate treatment, which can have a debilitating effect on their learning and behaviors.

STRENGTHS TO BUILD UPON

In the 2016 School Readiness Assessment, participation in **formal early care and education programs prior to kindergarten**—particularly programs rated as high quality—was the strongest predictor of school readiness.

Other school readiness predictors, or assets, included students' health and wellbeing (being rested or not tired), age (5.5 years or older), gender (female), frequency of parents and children reading aloud together at home (at least three times per week), and socioeconomic status (particularly mother's educational attainment).

Readiness assets have a cumulative effect. The more assets a student has, the higher the level of school readiness skills.

Attending a higher rated early learning program was associated with higher school readiness among entering kindergartners. In Alum Rock, 36 early learning programs have been rated based on the California Quality Rating and Improvement System (CA-QRIS) Hybrid Rating Matrix, which defines and measures elements of quality using a tiered system. Participating early learning sites are assigned a rating from Tier 1 (lowest quality) to Tier 5 (highest quality). As of July 2017, 61% of Alum Rock early learning programs were rated Tier 4 or Tier 5. Twenty-five percent were rated Tier 3 and 14% were rated Tier 2.

FIRST 5's SEEDS of Early Learning professional development program have demonstrated **significant improvements in the quality of literacy environments and teaching practices of family child care home providers, which in turn has improved children's early literacy skills.**

Many families in Alum Rock are already **connected to family resource centers (FRCs), high quality early learning programs, and other family strengthening and community-building supports.** Three FIRST 5 FRCs in the Alum Rock neighborhood, Cesar Chavez FRC, Grail FRC and Rita Chavez-Medina FRC, provide basic needs support and connection to community resources, developmental screenings (using the Ages and Stages Questionnaire, or ASQ-3), developmental learning play groups for children, parent/caregiver workshops and education programs, parent/caregiver leadership and advocacy programs, and early childhood literacy programs.

In 2016-17, 131 children received a developmental screening through the FRCs, and 122 parents participated in Triple P, an evidence-based parenting program for the prevention of social, emotional, and behavioral problems. A version of the SEEDS of Early Learning literacy development program for families was offered to 117 parents/caregivers at the FRCs. Additional services provided to a smaller number of families include 10 Steps to a Healthier You! (a series on implementing healthy habits in the home), 24/7 Dad (a National Fatherhood Initiative curriculum that trains fathers to be involved and engaged in child care), and Baby Care (a training on the basics of infant care).

Connections to these educational and social support resources are important because multiple research studies have proven that strong connections between families, schools and the community are linked to children's learning and educational outcomes. The more that families are involved in their children's learning at home and school, the more children are likely to do well in school and continue their education.[10] Fortunately, the organizations and partners in the Alum Rock community understand the importance of connecting children and families to needed resources, engaging families as leaders and partners in their children's education, and building mutual trust and respectful relationships between families, early learning providers, schools and the broader community.

These data about gaps and strengths underscore the urgency of building a comprehensive, equitable and inclusive Prenatal—3rd Grade Health and Early Learning system that closes the readiness and achievement gaps, so that all ARUESD children have the opportunity to succeed in school and fulfill their potential.



THE PATHWAY TO SUCCESS

The readiness and achievement gaps in Alum Rock Union Elementary School District can be closed with an **intentional, systemic effort to close the opportunity gap** at the earliest point possible. The Alum Rock Partners have defined a **"Pathway to Success"** that reflects the collaborative's whole-person, life-course approach, aligns with early childhood development research and best practices, and aims to achieve the following outcomes:

By the end of 3rd Grade, children are:

Meeting developmental milestones

Demonstrating growth in multiple domains

Meeting grade-level benchmarks

Proficient in reading and math

Fluent in academic language

Families in the Alum Rock community are:

Informed about available resources, child development and parenting, and opportunities to be active leaders and advocates in their children's education

Healthy in all domains – physical, social, emotional, environmental and economic

Strengthened and drawing on available resources and their social capital to raise healthy, thriving children

Engaged as equal partners and leaders in fostering their children's healthy development and learning at home, school and in the community

Valued by their communities, schools and other organizations they interact with

The Alum Rock Partners are:

Committed, skilled, responsive, and aligned in their approach to building a high-quality prenatal – 3rd grade health and early learning system

Collaborative and interdependent leaders

The Pathway to Success **begins prenatally and lifts the whole health** of children, families, and the community. It requires informal and formal health, educational and family strengthening systems to work in partnership with families to build an equitable, inclusive system that **closes the opportunity gap,** so that starting at birth, all children have access to the high-quality health care, early learning experiences, family relationships, and environments that **close the readiness and achievement gaps.** Building the Pathway to Success for children and families in Alum Rock Union Elementary School District is an ambitious undertaking, yet it's imperative to ensure that by the end of 3rd grade, **every child is healthy, thriving and on the path to reaching their full potential in school and in life.**







ALUM ROCK UNION ELEMENTARY SCHOOL DISTR
INTEGRATED & ALIGNED SERVICES & SUPPORT



HEALTHY PREGNANCIES & BIRTHS

- → Health & dental insurance
- → High-quality, continuous health care, beginning prenatally
- → Access to healthy food, beverages, physical activity, & environments
- → Screenings (parental depression, substance abuse, domestic violence)
- → Other pre-& perinatal services
- → Linkage to other supports & services



OPTIMAL CHILD DEVELOPMENT

- → Medical & dental homes
- → Comprehensive health care
- → Screenings (health, dental, vision, hearing, developmental, social-emotional, behavioral)
- → Linkage to early intervention services
- → Linkage to other supports & services



SUPPORTED & ENGAGED FAMILIES

- → Family Resource Center programs
- → Economic supports
- → Parent education
- → Health & wellness programs
- → Equitable, inclusive resources for special needs
- → Programs and opportunities for parent/caregiver engagement, leadership development & advocacy
- → Promotores (peer educators/ community workers)
- → Community-building activities
- → Linkage to other supports & services

SYSTEM PILLARS: THE FOUNDATION OF HIGH QUALITY P



: PRENATAL - 3RD GRADE PATHWAY TO SUCCESS HROUGHOUT THE LIFE COURSE (PARTIAL LIST)



HIGH QUALITY EARLY CARE & EDUCATION (ECE)

FOR CHILDREN/FAMILIES

- → Universal access to high quality infant & toddler care, preschool & Transitional Kindergarten
- → Developmentally-rich language & learning opportunities
- → Inclusive ECE programs
- → Centralized, family-friendly enrollment
- → Community-based early learning opportunities
- → Early childhood mental health consultations
- → Linkage to other supports & services

FOR PROVIDERS

- → SEEDS of Early Learning
- → Quality ratings
- → Quality improvement supports



HIGH QUALITY TK-3RD GRADE EDUCATION

- → Transition, articulation and alignment across ECE and TK-3rd systems
- → Assessments to set student learning goals & measure growth
- → Differentiated instruction
- → Assessments of program & teacher quality
- → Quality improvement supports
- → Linkage to health, social, emotional, behavioral and/or academic supports & services for students & families, particularly English Learners & students with special needs



CHILDREN SUCCEEDING BY 3RD GRADE

CHILDREN ARE:

- → Meeting developmental milestones
- → Demonstrating growth in multiple domains
- → Meeting grade-level benchmarks
- → Proficient in reading & math by 3d grade
- → Fluent in academic language

FAMILIES ARE:

- → Informed, healthy, strengthened, engaged and valued

PARTNERS ARE:

- → Skilled, responsive, aligned & interdependent

IATAL - 3RD GRADE HEALTH & EARLY LEARNING SYSTEM



STRATEGY ROADMAP

2017-2025

The **Goals, Desired Outcomes and Strategies** outlined in this Strategy Roadmap will guide the Alum Rock Partners' efforts to make steady and incremental progress toward building a comprehensive Prenatal—3rd Grade Health and Early Learning System. The Strategy Roadmap will evolve as the partners implement this plan and continuously evaluate the successes, challenges, and emerging community needs.

Detailed action plans will be developed to further define the specific steps the Partners will take to achieve these goals. The **Key Indicators of Progress** represent important data points for the Alum Rock Partners to track as a means to measure both progress and accomplishments. Specific components of this Prenatal—3rd Grade Health and Early Learning System will be evaluated in greater depth to determine whether and how this integrated system is impacting child, family and community outcomes. See Appendix A for a summary of the Goals, Desired Outcomes, Evaluation Domains, and Indicators to be Measured.



GOAL 1

Align and Integrate Systems

Desired Outcome: Alignment of policies, programs, standards, practices, professional development, evaluation, funding and other "pillars" of the Alum Rock Prenatal—3rd Grade Health and Early Learning System.

STRATEGIES

a. Identify, map, and analyze the degree of alignment and/or gaps in existing policies, programs, practices and infrastructure elements across the Alum Rock Prenatal—3rd Grade Health and Early Learning System. Develop a glossary that defines key terms and builds common language. Areas to focus on include but are not limited to:

- Health, early learning and family engagement and strengthening services offered by the Alum Rock Partners, county departments and other community partners
- Outreach, enrollment and referral processes and eligibility criteria
- Standards for children's learning, program quality, and provider/teacher qualifications and core competencies
- Assessments of child and family strengths and needs
- Developmentally–and culturally-appropriate curricula, practices, and services
- Professional development requirements and opportunities
- Evaluation and data collection, tracking and reporting methods and systems
- Funding sources

b. Develop and implement action plan(s) to prioritize and guide alignment efforts.

c. Report findings and share progress with Alum Rock Partners and other stakeholders.

KEY INDICATORS OF PROGRESS

Alignment of standards, child screenings and assessments, curricula, programs and practices across the Prenatal – 3rd Grade Health and Early Learning System

Centralized and coordinated eligibility, enrollment and referral processes ("no wrong door")

Centralized data warehouse (e.g. DataZone) adopted and implemented by all partners

Unique Identifier assigned to all children at birth and entered into CalPADS

Joint professional development opportunities (e.g. training, coaching, mentoring and reflective supervision) provided to build common understanding and skills among health, early learning and family strengthening service providers, elementary school teachers, school and agency administrators and support staff

Matrix of existing funding streams and gaps

GOAL 2

Provide inclusive, equitable, affordable and universal access to high-quality early learning experiences

Desired Outcome: All children and families in ARUESD have inclusive, equitable and universal access to high quality early learning experiences prior to entering kindergarten.

STRATEGIES

a. Increase the availability of and access to inclusive high quality early learning experiences that provide developmentally-rich language and learning opportunities for children birth—3 and their families at home, family child care homes, child care centers, family resource centers, libraries, parks, and in other early learning settings.

b. Provide inclusive universal access to high quality preschool and/or transitional kindergarten for every 3- and 4-year old child in the Alum Rock Union Elementary School District.

c. Integrate and centralize outreach, advertisement, eligibility and enrollment processes to create seamless access and "no wrong door" to high-quality infant/toddler, preschool and transitional kindergarten programs.

d. Support formal early education sites within ARUESD to become QUALITY MATTERS sites, obtain a quality rating (using the California Quality Rating & Improvement Hybrid Matrix), and develop and implement a Quality Improvement Plan.

e. Encourage family child care home providers and informal early learning providers to participate in FIRST 5's SEEDS of Early Learning, as a pathway to enter the QUALITY MATTERS system.

f. Develop operational plans to meet future facilities, funding, staffing, professional development and partnership needs based on unmet demand for infant/toddler care, preschool and transitional kindergarten.

g. Establish family engagement and learning approaches to use in early learning settings.

h. Design a process that aligns curriculum, professional development, coaching, and data on child and family progress to continuously improve quality.

KEY INDICATORS OF PROGRESS

Number and type of high-quality early learning opportunities for children birth—3 years

Number and type of high-quality preschool and TK spaces for 3- and 4-year olds

Number of inclusive infant/toddler, preschool and TK programs/classrooms

Number and percent of children needing care

Percent of children needing care who can be accommodated in the available spaces, by age

Number of children on wait lists, by length of time

Number of new enrollments made via a centralized enrollment team or process

Enrollment in available spaces, by type of space

Number of children who have participated in at least two years of inclusive high-quality early learning opportunities prior to kindergarten

Percent of early learning sites within ARUESD boundaries participating in QUALITY MATTERS

Percent of family child care providers participating in FIRST 5's SEEDS of Early Learning

Number of QUALITY MATTERS early learning sites rated as "Exceeding Quality Standards" or "Excellence in Quality Standards," based on rating criteria defined in the California Quality Rating & Improvement System Hybrid Matrix

Number of families that know the quality rating of their children's early learning programs

Percent of QUALITY MATTERS sites moving up the rating scale

GOAL 3

Address social determinants that impact children's health and learning

Desired Outcome: Children and families have access to a comprehensive system of high-quality health, early learning and family strengthening services that meet the needs of the whole child and family—physical, social, emotional, behavioral, academic, economic—and prepare all children to be ready for school and fulfill their potential.

STRATEGIES

a. Conduct universal physical, developmental and behavioral health screenings in health, early learning and/or family support settings. Connect families to health, early intervention and treatment services offered by medical providers, the Santa Clara County KidConnections Network, and other specialists as needed.

b. Connect families to child health and development, early learning, and family strengthening services offered through FIRST 5 Family Resource Centers (FRCs). Link families to basic needs services (housing, employment, food, transportation), medical/dental homes, early learning enrichment activities, and other family strengthening services offered by Alum Rock Partners, county agencies, and other community-based organizations.

c. Create inclusive spaces for parents/caregivers to participate in early learning activities together with their children.

d. Establish policies, practices, professional development opportunities, and resources to support Social Emotional Learning and reduce exclusionary disciplinary practices in preschool—3rd grade.

e. Implement a kindergarten readiness assessment procedure districtwide to identify students needing additional social, emotional or academic support as early as possible.

f. Utilize curriculum-specific assessments in the early primary grades (kindergarten—3rd grade) to identify students' Social Emotional and academic learning needs, set learning goals, and measure growth. Ensure that the academic content being delivered is developmentally appropriate and that Social Emotional best practices are integrated to support students' learning.

g. Use child/student assessment results to differentiate teaching practices in all early learning settings (birth – 3rd grade).

h. Enhance, expand and/or create instructional programs and practices to support the specific and diverse needs of English Learners, children with special needs, and other children at risk of falling behind.

i. Provide trauma-informed social-emotional, physical and behavioral health services and academic supports with appropriate interventions, including extended learning opportunities, as needed to foster student growth, proficiency, and Social Emotional Learning, particularly among English Learners, students with special needs, and other students at risk of falling behind.

KEY INDICATORS OF PROGRESS

Percent of pregnant women accessing early prenatal care

Percent of babies born with a healthy birthweight

Number of screenings conducted in health, early learning settings and/or FRCs in ARUESD

Number of children with identified concerns, by screening type

Number and type of referrals to health, early intervention and treatment services

Percent of children connected to health, early intervention and treatment services that address concerns identified during screenings

Percent of children making progress in meeting developmental milestones

Number of ARUESD families participating in FRC services

Number and type of referrals to basic needs, medical/dental, early learning enrichment, and other family strengthening services

Percent of kindergarten students demonstrating readiness for school in multiple domains, as measured by validated assessments

Number of inclusive K – 3rd grade classrooms

Student attendance rates (decreased chronic absenteeism)

Number of behavioral incidents reported

Rate of exclusionary disciplinary practices (suspensions)

Percent of students demonstrating growth in multiple domains

Percent of students meeting grade-level benchmarks

Percent of K-3rd grade students proficient in reading

Percent of English Learner students reclassified as Fluent English Proficient by the end of 3rd grade

Percent of students designated as bilingual and/or biliterate

Percent of students proficient in English Language Arts and math by the end of 3rd grade

GOAL 4

Strengthen family-school-community partnerships

Desired Outcome: Early learning providers, educators, service providers and Alum Rock families engage with each other as equal partners to foster children's health, well-being and learning at home, at early learning sites and elementary schools, and in their surrounding networks of families, friends, neighbors and community.

STRATEGIES

a. Provide professional development for staff and administrators of early learning providers, schools and service providers, community liaisons, and volunteers about effective, culturally responsive practices for creating engaging environments, honoring students' and families' native languages and cultures, and demonstrating responsiveness to family and community needs (e.g. 5 Protective Factors, Strengthening Families Quality Standards, Pyramid Model, etc).

b. Link families to activities or events designed to strengthen social connections among families in the Alum Rock community.

c. Create opportunities and support families to be involved in planning, providing, and continuously improving health, early learning and family strengthening programs and services in the Alum Rock community.

d. Acknowledge the strength, expertise, culture and heritage of families by creating opportunities that uplift their active voice and leadership role in decisions that affect their children's health, early learning and developmental experiences (prenatal – 3rd grade) and the health of their community.

e. Adopt an intergenerational approach to strengthening family-school-community partnerships—e.g. recruit and train Generation to Generation volunteers (50+ years old) to lead or support family engagement, leadership and community-building efforts.

KEY INDICATORS OF PROGRESS

Number of Alum Rock Prenatal – 3rd Grade Partners that adopt Family Strengthening Quality Standards

Percent of teachers, administrators, and service providers successfully implementing a family engagement workplan

Percent of families with strong Protective Factors: Parental Resilience, Social Connections, Knowledge of Parenting & Child Development, Concrete Support in Times of Need, Social and Emotional Competence of Children

Percent of families with high levels of family engagement (with children at home, with early learning providers, with elementary school, peers, and social service)

Percent of parents/caregivers who feel connected to their community

Number and description of leadership, advocacy and community connectedness actions taken by families

Number of active volunteers (e.g. Gen2Gen, youth, community members)

Documented shifts in policy change or community norms as a result of community engagement, leadership and advocacy

Percent of English Learner students reclassified as Fluent English Proficient by the end of 3rd grade

Percent of students designated as bilingual and/or biliterate

Percent of students proficient in English Language Arts and math by the end of 3rd grade

GOAL 5

Demonstrate impact and achieve sustainability

Desired Outcome: The Alum Rock Prenatal—3rd Grade Health and Early Learning System is an effective, sustainable, replicable model for closing the opportunity, readiness and achievement gaps for all children.

STRATEGIES

a. Institutionalize and sustain funding for the Director of Early Learning position within ARUESD, in order to coordinate ongoing systems-building and communication among the Alum Rock Partners.

b. Adopt and maintain a partnership agreement that clarifies the collaborative's governance structure, partners' roles and contributions, and decision-making processes.

c. Develop an integrated budget that reflects the Partners' investments in the Alum Rock Prenatal—3rd Grade Health and Early Learning System and projects future financing needs.

d. Secure dedicated funding to sustain the Alum Rock Prenatal—3rd Grade Health and Early Learning System.

e. Adopt and implement an evaluation framework with shared outcomes and common measurement tools.

f. Establish agreement among Partners to use a centralized data warehouse, including data sharing agreements and assignment of Unique Identifiers prior to kindergarten entry.

g. Communicate measurable results to key stakeholders, including families, early learning professionals, school staff and administrators, funders, and policymakers. Provide opportunities for collective results-based decision-making focused on continuous quality improvement.

h. Advocate for local, regional, statewide and federal policies and funding that institutionalize critical components of the Alum Rock Prenatal—3rd Grade Health and Early Learning System and the collaborative's whole child, ecological approach to improving 3rd grade outcomes.

KEY INDICATORS OF PROGRESS

The district's Early Learning Department is fully integrated into the TK-12 educational system, is led by skilled leaders and staff, and has stable, sustainable funding.

Key partnership documents are adopted: Partnership Agreement, integrated budget, data sharing agreements, sustainability plan, evaluation plan, communications plan, etc.

Adoption of local, statewide and/or federal policies and funding streams that will sustain the Alum Rock Prenatal – 3rd Grade Health and Early Learning System and components in the Pathway to Success.

01 The Lifelong Effects of Early Childhood Adversity and Toxic Stress. Jack P. Shonkoff, Andrew S. Garner, THE COMMITTEE ON PSYCHOSOCIAL ASPECTS OF CHILD AND FAMILY HEALTH, COMMITTEE ON EARLY CHILDHOOD, ADOPTION, AND DEPENDENT CARE, AND SECTION ON DEVELOPMENTAL AND BEHAVIORAL PEDIATRICS, Benjamin S. Siegel, Mary I. Dobbins, Marian F. Earls, Andrew S. Garner, Laura McGuinn, John Pascoe, David L. Wood. Pediatrics Jan 2012, 129 (1) e232-e246; DOI: 10.1542/peds.2011-2663

02 Data Report: A Hidden Crisis. Findings on Adverse Childhood Experiences in California. Center for Youth Wellness White Paper on Toxic Stress, June 2013

03 Hart, B., & Risley, T. R. (1995). The early catastrophe: The 30 million word gap by age 3. American Educator, 27(1), 4-9.

04 Ibid

05 Fernald A, Weisleder A, Twenty Years after "Meaningful Differences," It's Time to Reframe the "Deficit" Debate about the Importance of Children's Early Language Experience.

06 Halle, T., Forry, N., Hair, E., Perper, K., Wandner, L., Wessel, J., and Vick, J. 2009. Disparities in Early Learning and Development: Lessons from the Early Childhood Longitudinal Study—Birth Cohort (ECLS-B) Executive Summary. Child Trends. https://www.childtrends.org/wp-content/uploads/2013/05/2009-52DisparitiesELExecSumm.pdf

07 The Children's Reading Foundation https://readingfoundation.org/the-impact

08 CAASPP Smarter Balanced Assessment Results, 2017, Alum Rock Union Elementary School District. retrieved from https://caaspp.cde.ca.gov/sb2017/Search

09 CAASPP Smarter Balanced Assessment Results, 2017, Alum Rock Union Elementary School District, retrieved from https://caaspp.cde.ca.gov/sb2017/Search

10 Henderson, A. and Mapp, K. (2002). A New Wave of Evidence: The Impact of School, Family, and Community Connections on Student Achievement. Austin, TX: National Center for Family and Community Connections with Schools.



APPENDIX A: SUMMARY OF GOALS, DESIRED OUTCOMES, EVALUATION DOMAINS & INDICATORS TO BE MEASURED

GOAL 1: ALIGN & INTEGRATE SYSTEMS

Desired Outcome: Alignment of policies, programs, standards, practices, professional development, evaluation, funding and other infrastructure elements of the Alum Rock Prenatal—3rd Grade Health and Early Learning System.	**Alignment**	Alignment of standards, child screenings and assessments, curricula, programs and practices across the Prenatal—3rd Grade Health and Early Learning System.
	Coordination	Centralized and coordinated eligibility, enrollment and referral processes ("no wrong door")
	Data sharing	Centralized data warehouse (e.g. DataZone) adopted and implemented by all partners Unique Identifier assigned to all children at birth and entered into CalPADS
	Professional Development	Joint professional development opportunities (e.g. training, coaching, mentoring and reflective supervision) provided to build common understanding and skills among early learning providers, elementary school teachers, program/school administrators and support staff
	Funding	Matrix of existing funding streams and gaps

GOAL 2: PROVIDE INCLUSIVE, EQUITABLE AND UNIVERSAL ACCESS TO HIGH-QUALITY EARLY LEARNING EXPERIENCES

Desired Outcome: All children and families in ARUESD have inclusive, equitable and universal access to high quality early learning experiences prior to entering kindergarten.	**Supply**	Number and type of high-quality early learning opportunities for children birth—3 years (licensed, informal, community-based care; subsidized vs non-subsidized) Number and type of high-quality preschool and TK spaces (licensed, informal, community-based care; subsidized vs non-subsidized) Number of inclusive infant/toddler, preschool and TK programs/classrooms
	Demand	Number and percent of children needing care
	Access	Percent of children needing care who can be accommodated in the available spaces, by age group Number of children on wait lists, by length of time Number of new enrollments made via a Centralized Enrollment team or process Enrollment in available spaces, by type of space Number of children who have participated in at least two years of inclusive high-quality early learning opportunities prior to kindergarten

GOAL 2: PROVIDE INCLUSIVE, EQUITABLE AND UNIVERSAL ACCESS TO HIGH-QUALITY EARLY LEARNING EXPERIENCES

Desired Outcome: All children and families in ARUESD have inclusive, equitable and universal access to high quality early learning experiences prior to entering kindergarten.

Quality	Percent of early learning sites within ARUESD's boundaries participating in QUALITY MATTERS
	Percent of family child care providers in participating in FIRST 5's SEEDS of Early Learning
	Number of QUALITY MATTERS early learning sites rated as "Exceeding Quality Standards" or "Excellence in Quality Standards," based on rating criteria defined in the California Quality Rating & Improvement System Hybrid Matrix
	Number of families that know the quality rating of their children's early learning programs
	Percent of QUALITY MATTERS sites moving up the rating scale

GOAL 3: ADDRESS SOCIAL DETERMINANTS THAT IMPACT CHILDREN'S HEALTH AND LEARNING

Desired Outcome: Children and families have access to a comprehensive system of high-quality health, early learning and family strengthening services that meet the needs of the whole child and family—physical, social, emotional, behavioral, academic, economic—and prepare children to be ready for school and fulfill their potential.

Service Access	Percent of pregnant women accessing early prenatal care
	Percent of babies born with a healthy birthweight
	Number of screenings conducted in health, early learning settings and/or FRCs
	Number of children with identified concerns, by screening type
	Number and type of referrals to health, early intervention and treatment services
	Percent of children connected to health, early intervention and treatment services that address concerns identified during screenings
	Percent of children making progress in meeting developmental milestones
	Number of families participating in FRC services
	Number and type of referrals to basic needs, medical/dental, early learning enrichment, and other family strengthening services
School Readiness	Percent of kindergarten students demonstrating readiness for school in multiple domains, as measured by validated assessments
Inclusion & Social Emotional Learning	Number of inclusive K—3rd grade classrooms
	Student attendance rates (decreased chronic absenteeism), preschool—3rd grade
	Number of behavioral incidents reported, preschool–3rd grade
	Rate of exclusionary disciplinary practices (suspensions), preschool—3rd grade

GOAL 3: ADDRESS SOCIAL DETERMINANTS THAT IMPACT CHILDREN'S HEALTH AND LEARNING

Desired Outcome: Children and families have access to a comprehensive system of high-quality health, early learning and family strengthening services that meet the needs of the whole child and family—physical, social, emotional, behavioral, academic, economic—and prepare children to be ready for school and fulfill their potential

Growth & Proficiency	Percent of K-3rd students demonstrating growth in multiple domains
	Percent of students meeting grade-level benchmarks in K – 3rd grade
	Percent of K-3rd students proficient in reading
	Percent of students designated as bilingual and/or biliterate
	Percent of English Learner students reclassified as Fluent English Proficient by the end of 3rd grade
	Percent of students proficient in English Language Arts and math by the end of 3rd grade

GOAL 4: STRENGTHEN FAMILY-SCHOOL-COMMUNITY PARTNERSHIPS

Desired Outcome: Early learning providers, educators, service providers and Alum Rock families engage with each other as equal partners to foster children's health, well-being and learning at home, at early learning sites and elementary schools, and in their surrounding network of families, friends, neighbors and community.

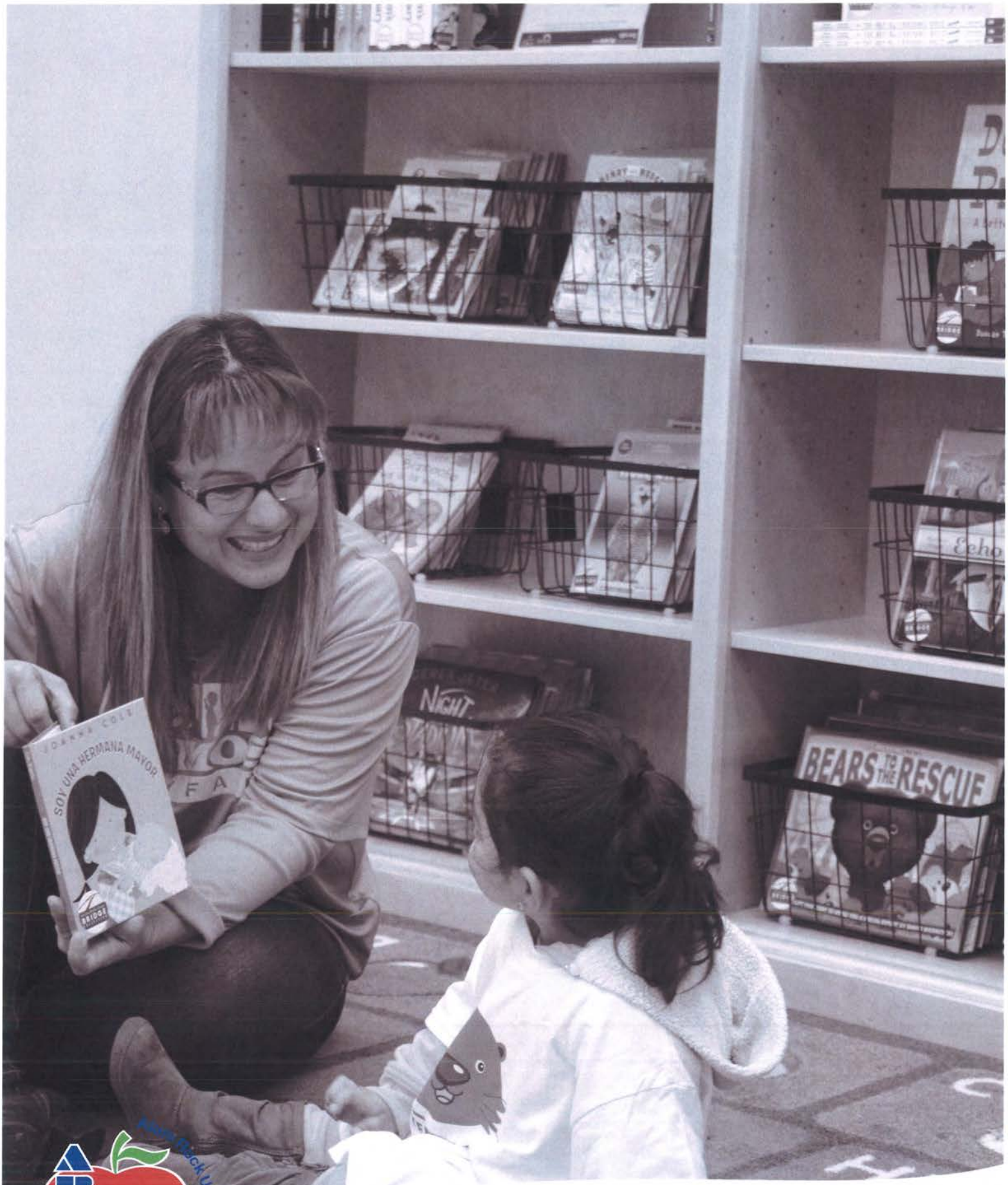
Supply	Number of Prenatal – 3rd Grade Partners that adopt Family Strengthening Quality Standards
	Percent of teachers, administrators, and service providers successfully implementing a family engagement workplan
	Percent of families with strong Protective Factors (Parental Resilience, Social Connections, Knowledge of Parenting & Child Development, Concrete Support in Times of Need, Social and Emotional Competence of Children)
Family Engagement	Percent of families with high levels of family engagement (with children at home, with early learning providers, with elementary school, peers, and social service)
	Percent of parents/caregivers who feel connected to their community
Community Leadership	Number and description of leadership, advocacy and community connectedness actions taken by families
	Number of active volunteers (e.g. Gen2Gen, youth, community members)
	Documented shifts in policy change or community norms as a result of community engagement, leadership and advocacy

GOAL 5: DEMONSTRATE IMPACT & ACHIEVE SUSTAINBILITY

Desired Outcome: The Alum Rock Prenatal—3rd Grade Health and Early Learning System is an effective, sustainable, replicable model for closing the opportunity, readiness and achievement gaps for all children.

Sustainable System	The district's Early Learning Department is fully integrated into the TK-12 educational system, is led by skilled leaders and staff, and has stable, sustainable funding.
	Key partnership documents are adopted: Partnership Agreement, integrated budget, data sharing agreements, sustainability plan, evaluation plan, communications plan, etc.
System Impact	Adoption of local, statewide and/or federal policies and funding streams that will sustain the Prenatal – 3rd Grade Health and Early Learning System and components in the Pathway to Success.





2930 Gay Avenue | San Jose, CA 95127 | (408) 928-6800 www.arusd.org

2.04

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: A climate report from SJPD on crime in ARUSD, what their patrol capabilities in ARUSD.

Information Only

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees: Meeting: April 14, 2022
Information Only Regular Board Meeting

2.04

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

5.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **PUBLIC HEARING. CSEA Chapter 305 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2021-June 30, 2022.**

Staff Analysis:

CSEA Chapter 305 wishes to open negotiations with the District for the period of July 1, 2021 – June 30, 2022. Pursuant to the Educational Employment Relations Act (EERA), the parties cannot negotiate until public notice procedures are completed. These "sunshining" procedures require the proposals be presented to the public at an open Board Meeting.

Pursuant to the EERA, CSEA Chapter 305 hereby presents its initial bargaining proposal to the District for the period of July 1, 2021-June 30, 2022 for public hearing and comment.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Public Hearing**

Meeting: April 14, 2022 Regular Board Meeting

5.01

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Dr. Hilaria Bauer, Superintendent
Alum Rock Union School District
2930 Gay Ave
San Jose, CA 95127

Re: Initial Proposal

Dear Dr. Bauer,

The California School Employees Association and its local Chapter 305 are submitting its "initial bargaining proposal" in accordance with Section 3547 of the Government Code for the upcoming Reopener negotiations (2021/2022).

Article 8 (Pay and Allowance)

CSEA has an interest to negotiate a fair and competitive wage increase.

Article 10 (Bargaining Unit Member and Dependent Insurance Coverage)

CSEA has an interest to increase the district's contribution to the health and welfare plan.

Article 11 (Holidays)

CSEA has an interest to add Juneteenth to the list of observed holidays.

Article 15 (Layoff and Reemployment)

CSEA has an interest to update layoff language to be consistent with AB 438.

Sincerely,

Robin James-Utigaard
Labor Relations Representative

02/18/2022

Upon Chapter approval, letter will be dated, signed, and sent to District for "sunshine".

5.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **PUBLIC HEARING. Teamsters Local 150 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2022-June 30, 2023.**

Staff Analysis:

Teamsters Local 150 wishes to open negotiations with the District for the period of July 1, 2022 – June 20, 2023. Pursuant to the Educational Employment Relations Act (EERA), the parties cannot negotiate until public notice procedures are completed. These "sunshining" procedures require the proposals be presented to the public at an open Board Meeting.

Pursuant to the EERA, Teamsters Local 150 hereby presents its initial bargaining proposal to the District for the period of July 1, 2022 – June 20, 2023 for public hearing and comment.

Submitted by: Tereasa Smith TSJ Title: Director, Human Resources

To the Board of Trustees: **Public Hearing**

Meeting: April 14, 2022 Regular Board Meeting

5.02

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Dale Wentz
SECRETARY - TREASURER

CHAUFFEURS, TEAMSTERS AND HELPERS
LOCAL NO. 150
7120 EAST PARKWAY – SACRAMENTO, CALIFORNIA 95823
TELEPHONE (916) 392-7070 FAX 392-7675
EMAIL teamsters@teamsters150.org

AFFILIATED WITH THE INTERNATIONAL BROTHERHOOD OF TEAMSTERS

March 31, 2022

Via Certified Mail 7017 2400 0000 5800 9115
and First Class Mail

Hilaria Bauer
Superintendent
ALUM ROCK ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

Dear Superintendent Bauer,

In accordance with the provisions of the collective bargaining agreement now in effect between Alum Rock Elementary School District and Teamsters Local 150, this is to advise you that on behalf of our members, it is the Union's desire to begin negotiations on wages and benefits and other terms and conditions of employment to be incorporated into a new agreement for the July 1, 2022 – June 30, 2023 school year.

Representatives of the Union will be available to meet with you at a mutually convenient time and place. The specific proposals will be sent to you under separate cover to be sunshined.

Sincerely,

Alan Daurie
Business Representative

AD/ea-IBT856

cc: Dale Wentz, Secretary-Treasurer, Local 150
Tereasa Smith, Director Human Resources, Alum Rock USD

6.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Approve Resolution # 43-21/22 Declaring Black April (Fall of Saigon) Memorial Week.

Approve

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees: Meeting: April 14, 2022
Recommend Approval Regular Board Meeting

6.01
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution Of The Board Of Trustees Of The
Alum Rock Union Elementary School District
Declaring Black April (Fall of Saigon) Memorial Week

RESOLUTION #43-21/22

WHEREAS, April 30, 2015, marks the 47th anniversary of the fall of Saigon on April 30, 1975, to communism; and

WHEREAS, For many Vietnam and Vietnam-era veterans who were directly involved in the war and Vietnamese Americans who have settled in the United States, the Vietnam War was a tragedy full of great suffering and the loss of American, Vietnamese, and Southeast Asian lives; and

WHEREAS, Fifty-eight thousand one hundred sixty-nine people were killed and 304,000 were wounded out of the 2.59 million people who served in the Vietnam War, which included those who resided in Alum Rock and wider East Side of San Jose. One out of every 10 Americans who served in Vietnam became a casualty of war; and

WHEREAS, After the fall of Saigon, over 135,000 Vietnamese people and their families fled to the United States, including former military personnel, government officials, and those who had worked for the United States during the war; and

WHEREAS, Thousands of people took boats in order to leave Vietnam in the late 1970s to mid-1980s. The successful emigrants reached refugee camps in Thailand, Malaysia, Indonesia, the Philippines, and Hong Kong; while approximately one-half of the people fleeing Vietnam perished at sea; and

WHEREAS, According to the United States Census for 2010, more than 465,000 Vietnamese live in California, with the largest concentration of Vietnamese found outside of Vietnam residing in San Jose; and in particular East San Jose, including Alum Rock

WHEREAS, Human rights, religious freedom, democracy, and protection against threats of aggression are important concerns of Vietnamese Americans; and

WHEREAS, We must teach our children and future generations important lessons from the Vietnam War, including how the plight of the Vietnamese refugees following the end of war serves as a powerful example of the values of freedom and democracy; and

WHEREAS, We, the residents of the Alum Rock Union Elementary School District, should actively rededicate ourselves to the principles of human rights, individual freedom, sovereignty, and equal protection under the laws of a just and democratic world. In addition, the District should set aside moments of time every year on April 30 to give remembrance to the soldiers, medical personnel, and civilians who died during the Vietnam War in pursuit of freedom; and

WHEREAS, Vietnamese American communities throughout California will commemorate April 30, 2022, as Black April, a day of remembrance and rededication to the principles of freedom, including freedom of expression, freedom of press, and Internet freedom: now, therefore, be it

BE IT FURTHER RESOLVED THAT, the Board of Trustees of the Alum Rock Union Elementary School District, that in recognition of the great tragedy and suffering and lives lost during the Vietnam War, the week of April 24, 2022, to April 30, 2022, inclusive, shall be proclaimed Black April Memorial Week, a special time for Alum Rock to remember the countless lives lost during the Vietnam War era, and to hope for more justice and liberty for the people of Vietnam; and be it further

BE IT FURTHER RESOLVED THAT, the administration of the District transmit copies of this resolution to other elected officials and local organizations for appropriate distribution.

PASSED AND ADOPTED by the Board of Trustees of the Alum Rock Union Elementary School District, Santa Clara County, State of California, on April 14, 2022, by the following vote:

Ayes: ____ Noes: ____ Abstain: ____ Absent: ____

_____ Date: April 14, 2022

Clerk of the Governing Board

6.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: On September 16, 2021, Gov. Gavin signed Assembly Bill 361 into law which amends the Brown Act to allow fully virtual board meetings during a state of emergency. Generally, AB 361 allows virtual board meetings through January 1, 2024, if the Board holds a meeting during a proclaimed state of emergency, and state or local officials have imposed or recommended measures to promote social distancing. (Currently, both of those conditions are satisfied in Santa Clara County.)

If the Board desires to continue to hold meetings virtually at this time then it must conduct meetings in accordance with the requirements of AB 361. Board agendas and agendas for the District's Brown Act committees (including, for example, the Bond Oversight Committee) must still be posted under the appropriate timelines: 72 hours in advance for a regular board meeting, and 24 hours in advance for a special board meeting. The agenda must include the meeting (zoom) link or dial-in, so that members of the public may access the meeting. Members of the public must be allowed to address the board in real-time during the meeting; the Board cannot require public comments to be submitted in advance. The Board must allow a reasonable amount of time for public comment per agenda item (a practice which this Board already follows). Also, in the event the Board or other meeting broadcast is disrupted, or if a technical issue within the District disrupts public comment, the board/committee cannot take any further action on the agenda until the technical issue is resolved.

In accordance with AB 361, the Board must make the requisite findings every 30 days that 1) the board has reconsidered the circumstances of the state of emergency and 2) the state of emergency continues to directly impact the ability of the members to meet safely in person or state or local officials continue to impose or recommend measures to promote social distancing.

The proposed resolution includes these required findings. The Board is respectfully asked to consider approving the attached Resolution. If the Resolution does not pass by majority vote, then all meetings must immediately return to full in-person participation and public access.

Approve

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees: Meeting: April 14, 2022

Regular Board Meeting

Approve

6.02

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

RESOLUTION NO. 44-21/22

A RESOLUTION OF THE BOARD OF TRUSTEES OF THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT AUTHORIZING REMOTE TELECONFERENCE MEETINGS OF THE BOARD AND BOARD AND DISTRICT COMMITTEES SUBJECT TO THE BROWN ACT FOR THE PERIOD APRIL 16, 2022 – MAY 15, 2022

WHEREAS, the Alum Rock Union Elementary School District ("District") is committed to preserving and nurturing public and community access and participation in Board meetings; and

WHEREAS, all meetings of the Board are open and public, as required by the Ralph M. Brown Act (Cal. Gov. Code 54950 – 54963), so that any member of the public may attend, participate, and watch the District's Board and Brown Act committees conduct their business; and

WHEREAS, the Brown Act, Government Code section 54953(e), makes provision for remote teleconferencing participation in meetings by members of a legislative body, without compliance with the requirements of Government Code section 54953(b)(3), subject to the existence of certain conditions; and

WHEREAS, pursuant to Government Code section 54953, "teleconference" means "a meeting of a legislative body, the members of which are in different locations, connected by electronic means, through either audio or video, or both", which includes Zoom and similar virtual platforms;

WHEREAS, the required conditions for remote teleconferencing pursuant to Government Code section 54953(e) include that a state of emergency is declared by the Governor pursuant to Government Code section 8625, and that state or local officials have imposed or recommended measures to promote social distancing, or the Board determines that meeting in person would present imminent risks to the health or safety of attendees; and

WHEREAS, such conditions now exist in the District; and

WHEREAS, on March 4, 2020, Governor Gavin Newsom issued a proclamation pursuant to Government Code section 8625 declaring a state of emergency in the State of California due to the COVID-19 virus which remains in effect as of the date hereof (the "Declaration of State of Emergency");

WHEREAS, emergency conditions persist in the District, including specifically, the COVID-19 Delta variant has been found to be highly transmissible and is now infecting a small percentage of vaccinated people, as well as many unvaccinated people, and the conditions and setting of Board and committee meetings -- which would include a large gathering of staff, Board members, students and members of the public in the same room for extended periods of

time in the Board Room or other facilities and rooms which do not have direct access to outdoor air -- could facilitate the transmission of the virus and would pose an imminent risk to the health or safety of employees and/or meeting attendees;

WHEREAS, guidance and recommendations from the Santa Clara County Public Health Department include recommended measures to promote social distancing, including:

> "In general, the more people you have in an indoor environment, (especially if some are not fully vaccinated against COVID-19), the greater the need for increasing the circulation of fresh, outdoor air to dilute airborne particles. Provide fresh air to the areas of your buildings with the highest number of occupants. In areas where you are unable to increase outdoor air, consider reducing the number of people even further, spacing people at least six feet apart, and taking other measures to improve ventilation and air filtration." (https://covid19.sccgov.org/business-guidance#ventilation)

WHEREAS, the Board does hereby find that the above circumstances have caused, and will continue to cause, conditions within the District facilities for Board and other committee meetings that are likely to be beyond the control of services, personnel, equipment, and facilities of the District; and

WHEREAS, as a consequence of the above conditions, the Board does hereby find that the Board of Trustees, the District's Bond Oversight Committee and all other District and Board committees subject to the Brown Act, may continue to conduct their meetings without compliance with paragraph (3) of subdivision (b) of Government Code section 54953, as authorized by subdivision (e) of section 54953, and that such legislative bodies shall continue to comply with the requirements to provide the public with access to the meetings as prescribed in paragraph (2) of subdivision (e) of section 54953.

NOW, THEREFORE, THE BOARD OF TRUSTEES OF THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT DOES HEREBY RESOLVE AS FOLLOWS:

Section 1. Recitals. The Recitals set forth above are true and correct and are incorporated into this Resolution by this reference.

Section 2. Remote Teleconference Meetings. The Superintendent or designee and the District's Bond Oversight Committee and all other District and Board committees subject to the Brown Act, are hereby authorized and directed to take all actions necessary to carry out the intent and purpose of this Resolution including, continuing to conduct open and public meetings in accordance with Government Code section 54953(e) and other applicable provisions of the Brown Act.

Section 3. Effective Date of Resolution. This Resolution shall take effect immediately upon its adoption and shall be effective until the earlier of (i) November 13, 2021, or (ii) such time the Board adopts a subsequent resolution in accordance with Government Code section

54953(e)(3) to extend the time during which the Board of Trustees, the District's Bond Oversight Committee, and all other District and Board committees subject to the Brown Act may continue to teleconference without compliance with paragraph (3) of subdivision (b) of section 54953.

PASSED AND ADOPTED by the Board of Trustees of the Alum Rock Union Elementary School District, this 14 day of April , 2022, by the following vote:

AYES:
NOES:
ABSENT:
ABSTAIN:

_____(Clerk)

7.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: April 4, 2022

Subject: **Update from Program Manager Regarding Solar Energy Plan**

****INFORMATION ONLY****

Approved by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Information Only

7.01
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

7.02

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

To the Board of Trustees: Date: April 14, 2022

Subject: **Approve to Establish Construction Management Services Pool for District's Projects**

Staff Analysis: In anticipation of the need for construction management services for upcoming construction projects, the District and Cumming, District Program Management firm, issued a Request for Qualifications & Proposals (RFQ/P). The District received four (4) proposals; however, only three (3) firms (listed below) met all the requirements of the RFQ/P:

- Jenkins/Gales & Martinez (JGM), Inc.
- Kleinfelder Construction Services
- SixthDimension

A committee of four (4) District staff and three (3) Cumming staff was formed to conduct interviews of the above firms. Based on the interviews and scoring criteria established in the RFQ/P, the committee is recommending to approve both Kleinfelder Construction Management Services and SixthDimension in the pool of construction management services.

Recommendation: Staff recommends that the Board of Trustees approve both Kleinfelder Construction Services and SixthDimension in the pool of construction management services and authorize the administration to negotiate separate agreements with both firms for the Board to consider.

Submitted by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

7.02
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

7.03

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

To the Board of Trustees: Date: April 14, 2022

Subject: **Approve Contract with Jones Hall as Bond and Disclosure Counsel.**

Staff Analysis: On April 5, 2022, the Board of Trustees interviewed five (5) firms that responded to the District's Request for Proposals for bond and disclosure counsel services and selected Jones Hall as the finalist who received the highest of score (99 points) to serve as the District's Bond and Disclosure Counsel. The Administration negotiated a contract with Jones Hall on the basis of demonstrated competence and qualifications for the types of services to be performed. Attached is the proposed contract between the District and Jones Hall for the Board's consideration.

Recommendation: Staff recommends that the Board of Trustees approve the contract with Jones Hall.

Submitted by: Kolvira Chheng KC Title: Assistant Superintendent, Business Services

To the Board of Trustees:

Recommend Approval

7.03
Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

JONES HALL

475 Sansome Street
Suite 1700
San Francisco, CA 94111
t. 415.391.5780
f. 415.276.2088

LEGAL SERVICES AGREEMENT

BY AND BETWEEN THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT OF SANTA CLARA COUNTY, CALIFORNIA AND JONES HALL, A PROFESSIONAL LAW CORPORATION, FOR BOND COUNSEL AND DISCLOSURE COUNSEL SERVICES

THIS LEGAL SERVICES AGREEMENT (the "Agreement") is entered into this 14th day of April, 2022, by and between the ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT (the "District" or the "Client") and JONES HALL, A PROFESSIONAL LAW CORPORATION, San Francisco, California ("Attorneys");

WITNESSETH:

WHEREAS, the District requires the services of nationally recognized bond counsel ("Bond Counsel") in connection with the proposed issuance of general obligation bonds and other debt instruments it may incur with respect to the financing of facilities improvement projects in the District and meeting other financing needs in order to ensure compliance with all applicable federal and state laws;

WHEREAS, the District also requires the services of disclosure counsel ("Disclosure Counsel") with respect to debt issuance which are publicly offered in order to ensure compliance with all applicable disclosure requirements including those of the U.S. Securities and Exchange Commission; and

WHEREAS, Attorneys are qualified by training and experience to perform the services of Bond Counsel and Disclosure Counsel and Attorneys are willing to provide such services to the District; and

WHEREAS, Attorneys have submitted a written proposal (the "Proposal") to the District in response to a request for proposal process, and a shareholder of Attorneys has been interviewed by the District governing board at a public and open meeting and obtained the highest score on the responses to a set of prepared questions as compared with four other firms participating in the interview process; and

WHEREAS, the parties hereto desire to enter into this agreement reflecting the terms and conditions of engagement for the services identified herein, and reflecting the compensation terms as set forth in the Proposal; and

WHEREAS, the public interest, economy and general welfare will be served by this Agreement;

NOW, THEREFORE, THE PARTIES HERETO MUTUALLY AGREE AS FOLLOWS:

In consideration of the foregoing and the mutual covenants contained in this Agreement, the District and Attorneys agree as follows:

Section 1. Attorney-Client Relationship. Upon execution of this Agreement, the District will be Attorney's client and an attorney-client relationship will exist between the District and Attorneys. Attorneys assume that all other parties participating in the bond financing will retain such counsel as they deem necessary and appropriate to represent their interests in connection with the issuance of the bonds. Attorneys further assume that all other parties understand that in this transaction Attorneys represent only the District, Attorneys are not counsel to any other party, and Attorneys are not acting as an intermediary among the parties. Attorneys' services as Bond Counsel and Disclosure Counsel are limited to those contracted for in this Agreement; the District's execution of this Agreement will constitute an acknowledgment of those limitations. Attorneys' representation of the District will not affect, however, our responsibility to render an objective Bond Opinion (defined below).

Section 2. Scope of Engagement as Bond Counsel. Attorneys shall perform all of the following services as Bond Counsel in connection with the issuance and sale of bonds or other debt instruments issued for long term, short term or interim financing needs (referred to herein as "Bonds"):

a. Consultation and cooperation with the District and District staff to assist in the formulation of a coordinated financial and legal approval and issuance of the Bonds.

b. Preparation of all legal proceedings for the lawful calling of the election for the Bonds (if applicable), including preparation of a resolution of the governing board of the District calling the Bond election, and advising District during the election period with respect to appropriate informational and non-partisan activities.

c. Preparation of all legal proceedings for the authorization, issuance and delivery of Bonds by the District; including (a) preparation of a resolution of the governing board of the District authorizing the issuance and sale of the Bonds and approving related documents and actions, (b) preparation of all related financing documents, (c) preparation of all documents required for the closing of the issue, (d) supervising the closing, and (e) preparation of all other proceedings incidental to or in connection with the issuance and sale of the Bonds.

d. Advising the District, from the time Attorneys are hired as Bond Counsel until the Bonds are issued, as to compliance with federal tax law as required to ensure that interest on the Bonds is exempt from federal income taxation (assuming such issue is issued on a tax-exempt basis).

e. Upon completion of proceedings to Attorneys' satisfaction, providing a legal opinion (the "Bond Opinion") approving the validity and enforceability of the proceedings for the authorization, issuance and delivery of the Bonds, and stating that interest on the Bonds is (a) excluded from gross income for purposes of federal income taxes and (b) exempt from California personal income taxation. The Bond Opinion will be addressed to the District, and may also be addressed to the underwriter of the Bonds and other participants in the financing. The

Bond Opinion shall be modified, as appropriate, if any portion of the Bonds is issued on a taxable basis.

f. Review those sections of the official statement or other form of offering or disclosure document to be disseminated in connection with the sale of the Bonds involving summary descriptions of the Bonds, the legal proceedings leading to the authorization and sale of the Bonds, the legal documents under which the Bonds will be issued, and federal tax law and securities law provisions applicable to the Bonds, as to completeness and accuracy.

g. Assist the District in presenting information to bond rating agencies and providers of credit enhancement such as bond insurance relating to legal issues affecting the issuance of the Bonds.

h. Such other and further services as are normally and traditionally performed by bond counsel in connection with similar financings.

Attorneys' Bond Opinion will be delivered by Attorneys on the date the Bonds are exchanged for their purchase price (the "Closing").

The Bond Opinion will be based on facts and law existing as of its date, will cover certain matters not directly addressed by such authorities, and will represent Attorneys' judgment as to the proper treatment of the Bonds for federal income tax purposes. Attorneys' opinion is not binding on the Internal Revenue Service ("IRS") or the courts. Attorneys cannot and will not give any opinion or assurance about the effect of future changes in the Internal Revenue Code of 1986 (the "Code"), the applicable regulations, the interpretation thereof or the enforcement thereof by the IRS. Client acknowledges that future legislation, if enacted into law, or clarification of the Code may cause interest on the Bonds to be subject, directly or indirectly, to federal income taxation, or otherwise prevent owners of the Bonds from realizing the full current benefit of the tax status of such interest. The introduction or enactment of any such future legislation or clarification of the Code may also affect the market price for, or marketability of, the Bonds. Attorneys will express no opinion regarding any pending or proposed federal tax legislation.

In rendering the Bond Opinion, Attorneys will rely upon the certified proceedings and other certifications and opinions of public officials and other persons furnished to Attorneys without undertaking to verify the same by independent investigation, and Attorneys will assume continuing compliance by the District with applicable laws relating to the Bonds.

Section 3. Scope of Engagement as Disclosure Counsel. Attorneys shall perform all of the following services as Disclosure Counsel in connection with the issuance and sale of the Bonds:

a. Prepare the disclosure document to be reviewed by potential Bond investors, known as the Official Statement (both preliminary and final), or other disclosure documents in connection with the offering of the Bonds.

b. Confer and consult with the officers and administrative staff of the District as to matters relating to the Official Statement.

c. Attend meetings in person, virtually or by conference line at which the Official Statement is to be discussed, as deemed necessary by Attorneys for the proper

exercise of their due diligence with respect to the Official Statement.

d. On behalf of the District, prepare the bond purchase contract or official notice of sale pursuant to which the Bonds will be sold and a continuing disclosure certificate of the District to assist the underwriter with complying with Securities and Exchange Commission Rule 15c2-12.

e. Subject to the completion of proceedings to the satisfaction of Attorneys, provide a letter of Attorneys addressed to the District and the underwriters stating that although Attorneys are not passing upon and do not assume any responsibility for the accuracy, completeness or fairness of the statements contained in the Official Statement and make no representation that Attorneys have independently verified the accuracy, completeness or fairness of any such statements, no facts have come to Attorneys' attention that cause Attorneys to believe that the Official Statement as of the date of the Official Statement or the date of Closing contains any untrue statement of a material fact or omits to state any material fact necessary in order to make the statements therein, in the light of the circumstances under which they were made, not misleading; provided that Attorney's may exclude from said statement any financial and statistical data and forecasts, numbers, estimates, assumptions and expressions of opinion, and information concerning bond insurance (if any) or the Depository Trust Company and the book-entry system for the Bonds, if applicable.

Section 4. Excluded Services. Our duties in this engagement are limited to those expressly set forth above in Section 2 and Section 3, except as expressly set forth in a written amendment to this Agreement. Among other things, our duties do not include:

a. Preparing requests for tax rulings from the Internal Revenue Service, or "no-action" letters from the Securities and Exchange Commission.

b. Preparing blue sky or investment surveys with respect to the Bonds, or performing research regarding the District's past compliance with regard to prior undertakings pursuant to Securities and Exchange Commission Rule 15c2-12, if any.

c. Drafting state constitutional or legislative amendments.

d. Pursuing test cases or any other form of litigation, such as contested validation actions or legal challenges which arise during the election proceedings or bond issuance process. Attorneys will consult with outside litigation counsel obtained by the District in the event of any such challenges and provide guidance on legal theories and arguments however the District acknowledges that Attorneys serve the District in a transactional role as Bond Counsel and Disclosure Counsel and are not litigators.

e. Making an investigation or expressing any view as to the creditworthiness of the Client or the Bonds.

f. After Closing, unless specifically requested to do so by District, providing advice concerning any actions necessary to assure compliance with any continuing disclosure undertaking under Securities and Exchange

Commission Rule 15c2-12.

g. Representing the District in Internal Revenue Service examinations, audits or inquiries, or Securities and Exchange Commission investigations, if any such proceedings arise or are commenced.

h. After Closing, unless specifically requested to do so by District, and agreed to by Attorneys, providing continuing advice to the District or any other party concerning any actions that need to be taken regarding the Bonds; e.g., actions necessary to assure that interest paid on the Bonds will continue to be excludable from gross income for federal income tax purposes (e.g., our engagement does not include rebate calculations for the Bonds).

i. Reviewing or opining on the business terms of, validity, or federal tax consequences of any investment agreement that the District may choose as an investment vehicle for the proceeds of the Bonds, unless the District and Attorneys agree on the terms of such review and compensation for such review.

j. Reviewing or opining on the business terms of, validity, or federal tax consequences of any derivative financial products, such as an interest rate swap agreement, that the District may choose to enter into in connection with the issuance of the Bonds, unless the Client and Attorneys agree on the terms of such review and compensation for such review.

k. Reviewing, advising or opining on service contracts relating to proposed bond projects such as architect contracts, construction contracts or the methods of obtaining said services, or providing advice or opining on or reviewing applications relating to federal or state grant programs or other matching fund programs, each of which are beyond the scope of expertise of Attorneys.

l. Other than explaining legal requirements or other relevant considerations, Attorneys will not advise on financial or business decisions with respect to a proposed issue, such as the par amount of the debt to be issued or other pricing variables.

m. Addressing any other matter not specifically set forth above that is not required to render our Bond Opinion.

Section 5. Conflicts; Prospective Consent. Attorneys represent many political subdivisions throughout the State of California, and at times investment banking firms as underwriter's counsel. Attorneys are prohibited by State law from representing an underwriter on the same transaction in which it represents the District. Attorneys do not believe their representations of other public entity clients and investment banking firms on matters not related to the District's Bonds will adversely affect Attorneys' ability to represent the District as provided in this Agreement, either because such matters will be sufficiently different from the issuance of the Bonds so as to make such representations not adverse to our representation of the District, or because the potential for such adversity is so remote or minor and outweighed by the consideration that it is unlikely that advice given to the other client will be relevant to any aspect of the issuance of the Bonds by the District. Execution of this

Agreement will signify the District's consent to Attorneys' representation of other public entities and investment banking firms consistent with the circumstances described in this paragraph.

Section 6. Compensation. For the services of Attorneys performed pursuant to the terms of this Agreement, the following fees shall apply:

(a) Bond Counsel Services – GO Bonds.

Flat fee per Bond series: $70,000 per series.

(b) Disclosure Counsel Services – GO Bonds.

Flat fee per Bond series: $25,000 per series.

(c) Bond Counsel Services – Certificates of Participation.

Flat fee per Bond series: $75,000 per series.

(d) Disclosure Counsel Services – Certificates of Participation.

Flat fee per Bond series: $30,000 per series.

(e) Expense Recovery. Expenses incurred in connection with the representation, such as travel and preparation of bond transcripts, are an additional fee but will be capped at $1,500 per issuance.

(f) GO Bond Election Legal Services: In the event that the District calls a general obligation bond election, a one-time flat fee of $5,000 per measure, which includes drafting the Resolution calling the bond election and providing legal counsel to the District during the period leading up to the election date.

The foregoing fees are not set by law but are negotiable between Attorneys and District.

To the extent the District requires Bond Counsel and/or Disclosure Counsel services in connection with other financings not described herein which Attorneys are qualified to provide, this Agreement may be supplemented by addenda providing the applicable fee.

Section 7. Responsibilities of the District.

(a) General. The District will cooperate with Attorneys and furnish Attorneys with certified copies of all proceedings taken by the District, or otherwise deemed necessary by Attorneys to render an opinion upon the validity of the proceedings. During the course of this engagement, Attorneys will rely on District to provide Attorneys with complete and timely information on all developments pertaining to any aspect of the Bonds and their security. Attorneys are not responsible for costs and expenses incurred incidental to the actual issuance and delivery of the Bonds, including the cost of preparing certified copies of proceedings required by Attorneys in connection with the issuance of the Bonds, and printing and publication costs.

(b) Federal Tax Law-Related Responsibilities. The Code imposes various restrictions, conditions and requirements relating to the exclusion from gross income for federal income tax purposes of interest on obligations such as the Bonds. As a condition of Attorneys issuing their opinion, you will be required to make certain representations and covenants to

comply with certain restrictions designed to ensure that interest on the Bonds will not be included in federal gross income. Inaccuracy of these representations or failure to comply with these covenants may result in interest on the Bonds being included in gross income for federal income tax purposes, possibly from the date of original issuance of the Bonds. Attorneys' opinion will assume the accuracy of these representations and compliance with these covenants. Attorneys will not undertake to determine (or to inform any person) whether any actions taken (or not taken) or events occurring (or not occurring) after the date of issuance of the Bonds may adversely affect the value of, or the tax status of interest on, the Bonds. In this regard, Bond Counsel shall undertake to assist District in becoming familiar with the relevant requirements and restrictions necessary for the Bonds to qualify for exemption from federal income taxation and to provide guidance as to required due diligence both before and after issuance of the Bonds in complying with these requirements.

Section 8. Independent Contractor. Attorneys will act as an independent contractor in performing the services required under this Agreement, and under no circumstances shall Attorneys be considered an agent, partner, or employee of the District.

Section 9. Assignment. Attorneys may not assign their rights or delegate their obligations under this Agreement, in whole or in part, except with the prior written consent of the District.

Section 10. Termination of Agreement.

(a) This Agreement shall commence upon approval on April 14, 2022 and shall continue in full force and effect through June 30, 2023, unless terminated sooner by either party in accordance with this Section 10. The term of this Agreement may be extended for up to two additional terms of one year in duration, as agreed by the District and Attorneys in writing and subject to ratification or approval of the District's governing board.

(b) Termination by District. This Agreement may be terminated at any time by the District with or without cause upon written notice to Attorneys.

(c) Termination by Attorneys. This Agreement may be terminated by Attorneys upon 15 days' written notice to the District if the District fails to follow written legal advice given by Attorneys.

(d) Consequences of Termination. In the event of termination, all finished and unfinished documents shall at the option of the District become its property and shall be delivered to the District by Attorneys.

* * * * *

IN WITNESS WHEREOF, the District and Attorneys have executed this Agreement as of the date first above written.

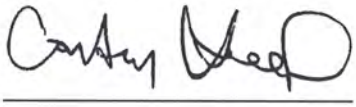
ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

By _____
Superintendent

JONES HALL, A PROFESSIONAL LAW CORPORATION
Shareholders:



Charles F. Adams, Esq.



Courtney L. Jones, Esq.

8.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 30, 2022

Subject: **INFORMATION/PRESENTATION: Local Control Accountability Plan (LCAP) – Initial Findings Presentation**

Staff Analysis: Staff will provide an LCAP Initial Findings summary based on stakeholders' input. LEAs are required to include a summary of stakeholders' input as part of the LCAP development process per Education Code section 52060.

Recommendation: Information/Presentation

Submitted by: Sandra Garcia Title: Director of State and Federal Programs

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Information/Presentation

8.01
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Seconded by:

Approved: _____ Not Approved: _____ Tabled:

8.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 18, 2022

Subject: **Resolution No. 38-21/22**
Asian American and Pacific Islander Heritage Month – May 2022

Staff Analysis: Alum Rock Union School District joins with the California State Board of Education in proclaiming the month of May, 2022, as "*Asian American and Pacific Islander Heritage Month*" and encourages all educational communities to commemorate this occasion with appropriate instructional activities.

Recommendation: Staff recommends approval of **Resolution No. 38-21/22,** Asian American and Pacific Islander Heritage Month, as submitted.

Submitted by: Barbara Campbell Title: Director of Academic Services

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.02
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution No. 38-21/22
PROCLAIMING May, 2022,
"ASIAN AMERICAN AND PACIFIC ISLANDER HERITAGE MONTH"

WHEREAS, the State of California is home to more than 700,000 students of Asian and Pacific Islander descent, kindergarten through grade twelve;

WHEREAS, these students reflect the great diversity of culture and heritage of the many countries of Asia and the Pacific Islands;

WHEREAS, despite the hardships and barriers of the past, the people of Asia and the Pacific Islands who came to this country and their descendants have made substantial contributions to California's economic growth and development and have woven clear, distinct threads into the state's social fabric;

WHEREAS, the Alum Rock Union School District and the California State Board of Education recognize in its *Policy Statement on Multicultural Education* that each student needs an opportunity to understand the common humanity underlying all people; to develop pride in his or her own identity and heritage; and to understand, respect, and accept the identity and heritage of others;

WHEREAS, the *History-Social Science Framework for California Public Schools, Kindergarten through Grade Twelve* states that the history curriculum of community, state, region, nation and world must reflect the experiences of men and women and of different racial, religious, and ethnic groups and must be integrated at every level; and

WHEREAS, *"Asian American and Pacific Islander Heritage Month"* is celebrated annually at the local, state, and national levels;

NOW, THEREFORE, BE IT RESOLVED, that the Alum Rock Union School District joins with the California State Board of Education in proclaiming the month of May, 2022, as "*Asian American and Pacific Islander Heritage Month*" and encourages all educational communities to commemorate this occasion with appropriate instructional activities; and be it further

PASSED AND ADOPTED this 14th day of April, 2022, by the Board of Trustees of the Alum Rock Union School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Andrés Quintero, President _____

Minh Pham, Vice-President _____

Corina Herrera-Loera, Clerk _____

Ernesto Bejarano, Member _____

Linda Chavez, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on April 14, 2022.

_____ _____

Hilaria Bauer, Ph.D., Superintendent Date

8.03

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 18, 2022

Subject: **Resolution No. 39-21/22**
Cinco de Mayo
May 5, 2022, has been proclaimed as Cinco de Mayo.

Staff Analysis: Alum Rock Union School District joins with all other educational agencies, governmental bodies, and community organizations in proclaiming and designating May 5 as *Cinco de Mayo*, and encourages all educational communities to commemorate this time with appropriate instructional activities.

Recommendation: Staff recommends approval of **Resolution No. 39-21/22,** *Cinco de Mayo,* as submitted.

Submitted by: Barbara Campbell BC Title: Director of Academic Services

Approved by: Rene Sanchez RS Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.03
Agenda Placement

Hilaria Bauer
Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution No. 39-21/22
PROCLAIMING May 5, 2022,
"CINCO DE MAYO"

WHEREAS, the entire southwestern section of the United States of America, including California, has cultural roots in Mexico; and

WHEREAS, over thirty-seven percent of the population of California is of Hispanic ancestry; and

WHEREAS, many persons of Hispanic ancestry have become world famous in many fields, including politics, labor, religion, education, science, music, art, entertainment, athletics, and scores of other activities; and

WHEREAS, the customs, traditions, and national holidays of Mexico are part of the culture of people whose ancestry is Hispanic; and

WHEREAS, Cinco de Mayo is a significant celebration in Mexico and throughout the southwestern United States and California which commemorates the battle of May 5, 1862 at Puebla, Mexico where the Mexican armed forces led by General Ignacio Zaragoza, were victorious in driving from Mexican soil the expeditionary forces of Napoleon;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Alum Rock Union Elementary School District joins with all other educational agencies, governmental bodies, and community organizations in proclaiming and designating May 5 as *Cinco de Mayo*, and encourages all educational communities to commemorate this time with appropriate instructional activities.

PASSED AND ADOPTED this 14th day of April, 2022, by the Board of Trustees of the Alum Rock Union School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Andrés Quintero, President _____

Minh Pham, Vice-President _____

Corina Herrera-Loera, Clerk _____

Ernesto Bejarano, Member _____

Linda Chavez, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on April 14, 2022.

_____ _____

Hilaria Bauer, Ph.D., Superintendent Date

8.04

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 18, 2022

Subject: **Resolution No. 40-21/22**
National Teacher Appreciation Week
May 2-6, 2022, has been proclaimed National Teacher Appreciation Week.

Staff Analysis: The Superintendent expresses her gratitude and commends the teachers of the Alum Rock Union School District. The District joins the Governor and Legislature of California in designating May 2-6, 2022, as the State's 38th Annual National Teacher Appreciation Week.

Recommendation: Staff recommends approval of **Resolution No. 40-21/22**, National Teacher Appreciation Week, as submitted.

Submitted by: Barbara Campbell Title: Director of Academic Services

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.04
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution No. 40-21/22
PROCLAIMING May 2-6, 2022
"NATIONAL TEACHER APPRECIATION WEEK"

WHEREAS, education is the most vital activity we as a society undertake to ensure the wellbeing of the nation; and

WHEREAS, education is in large measure the result of the talent and commitment of teachers and their ability to inspire, encourage and enlighten; and

WHEREAS, teaching is a profession characterized by skill, knowledge, discipline, tenacity and creativity in the delivery of instruction; and

WHEREAS, teachers are a source of caring, concern, counseling, empathy, warmth and love, and deserve recognition and gratitude for the invaluable work they do; and

WHEREAS, teachers at the Alum Rock Union School District, in particular, educate and motivate students who have not succeeded in other educational settings or have special needs that require unique skills and compassion; and

WHEREAS, teachers at the Alum Rock Union School District have made a crucial difference in the lives of students and are true champions for children, schools and community;

NOW, THEREFORE, BE IT RESOLVED, that the Board of Trustees of the Alum Rock Union School District and the Superintendent express their gratitude and commend the teachers of the Alum Rock Union School District and join the Governor and Legislature of California in designating May 2-6, 2022, as the State's 38th Annual *"National Teacher Appreciation Week"*; and

BE IT FURTHER RESOLVED, that the Board of Trustees of the Alum Rock Union School District and Superintendent encourage activities to recognize and honor teachers on this week.

PASSED AND ADOPTED this 14th day of April, 2022, by the Board of Trustees of the Alum Rock Union School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Andrés Quintero, President _____

Minh Pham, Vice-President _____

Corina Herrera-Loera, Clerk _____

Ernesto Bejarano, Member _____

Linda Chavez, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on April 14, 2022.

_____ _____

Hilaria Bauer, Ph.D., Superintendent Date

8.05

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 30, 2022

Subject: **School-sponsored Field Trip List**

Staff Analysis: Student field trips are an important component of the educational program. Field trips supplement and enrich classroom learning experiences and provide opportunities for students to relate their new learning to the outside world.

Recommendation: Staff recommends approval of out-of-county and overnight school sponsored field trips.

Submitted by: Sandra Garcia SG Title: Director of State and Federal Programs

Approved by: Rene Sanchez R.S Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.05
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District

Field Trip Information Sheet

Overnight Field Trips are in BOLD **Field Trips for Board Approval: April 14, 2022**

School	Field Trip Event	City, and County	Date	Grade	# of classes	Budget (coding)	Purpose: (academic standard the trip supports)
Sheppard Middle School /Renaissance Academy Fischer	UC Santa Cruz & Boardwalk	Santa Cruz	May 25. 2022	6th	2	MESA/Title I	Expose students to higher learning environment
Adelante 1	**Walden West Science Camp**	**Saratoga**	**May 31, 2022 – June 3, 2022**	**5th**		**ARUSD**	**Explore and learn about the natural sciences during a four day residential science camp program**
Renaissance Academy Fischer	O'Neil Sea Odyssey	Santa Cruz	May 11, 2022	6th	2	LUX	Students will have a greater understanding of the importance of protecting their environment.
Renaissance Academy Fischer	O'Neil Sea Odyssey	Santa Cruz	May 13, 2022	6th	2	LUX	Students will have a greater understanding of the importance of protecting their environment.

8.06

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: April 4, 2022

Subject: **Quarterly Report on Williams Uniform Complaints**

Staff Analysis: The Quarterly Report on Williams Uniform Complaints lists the number of Complaints received and resolved.

The Santa Clara County Office of Education requires that the District submit a Quarterly Report on Williams Uniform Complaints for all Alum Rock schools. The complaints could be in the areas of insufficient textbooks, teacher vacancy or poor conditions of facilities during January 1, through March 31, 2022. There are 1 (one) complaint.

Recommendation: Staff recommends the board approval on the 3rd Quarter Report on Williams Uniform Complaints.

Submitted by: Sandra Garcia SG Title: Director of State and Federal Programs

Approved by: Rene Sanchez RS Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.06
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Academic School Year 2021-22
Quarterly Report on Williams Uniform Complaints
[Education Code § 35186]

District: Alum Rock Union Elementary District

Person completing this form: Sandra Garcia Title: Director State and Federal

Quarterly Report Submission Date: *(Please check one)*

- ☐ Jul 1 – Sep 30, 2021 (due Oct 27, 2021)
- ☐ Oct 1 – Dec 31, 2021 (due Jan 27, 2022)
- ☑ Jan 1 – Mar 31, 2022 (due Apr 27, 2022)
- ☐ Apr 1 – Jun 30, 2022 (due Jul 27, 2022)

Date for information to be reported publicly at governing board meeting: April 14, 2022

Please check the box that applies:

- ☐ No complaints were filed with any school in the district during the quarter indicated above.
- ☑ Complaints were filed with schools in the district during the quarter indicated above. The following chart summarizes the nature and resolution of these complaints.

GENERAL SUBJECT AREA	TOTAL # OF COMPLAINTS	# RESOLVED	# UNRESOLVED
Textbooks and Instructional Materials	0	0	0
Teacher Vacancy or Misassignments	0	0	0
Facilities Conditions	1	1	0
TOTALS	1	1	0

Dr. Hilaria Bauer

Print Name of District Superintendent

Signature of District Superintendent

April 14, 2022

Date

Please scan the original signed copy and email to:
Santa Clara County Office of Education – Equity and Educational Progress Division
Mayra Ayala, mayala@sccoe.org

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

Uniform Complaint Procedures Williams Settlement Form

For *Education Code* Section 35186 Complaints

Education Code (EC) Section 35186 created a procedure for the filing of complaints concerning deficiencies related to instructional materials, conditions of facilities that are not maintained in a clean or safe manner or in good repair, and teacher vacancy or misassignment. The complaint and response are public documents as provided by statute. Complaints may be filed anonymously. However, if you wish to receive a response to your complaint, you must provide the following contact information.

Response requested: ☒ Yes ☐ No
Name: (Optional) _____ Mailing Address: 1824 Daytona Dr.
Phone Number: (Optional) Day: 408 928-6200 Evening: _____

Issue of complaint (please check all that apply):

1. Textbooks and Instructional Materials

- ☐ A pupil, including an English learner, does not have standards-aligned textbooks or instructional materials or state-adopted or district-adopted textbooks or other required instructional materials to use in class.
- ☐ A pupil does not have access to textbooks or instructional materials to use at home or after school. This does not require two sets of textbooks or instructional materials for each pupil.
- ☐ Textbooks or instructional materials are in poor or unusable condition, have missing pages, or are unreadable due to damage.
- ☐ A pupil was provided photocopied sheets from only a portion of a textbook or instructional materials to address a shortage of textbooks or instructional materials.

2. Facility Conditions

- ☒ A condition poses an urgent or emergency threat to the health or safety of students or staff, including: gas leaks, nonfunctioning heating, ventilation, fire sprinklers or air-conditioning systems, electrical power failure, major sewer line stoppage, major pest or vermin infestation, broken windows or exterior doors or gates that will not lock and that pose a security risk, abatement of hazardous materials previously undiscovered that pose an immediate threat to pupils or staff, structural damage creating a hazardous or uninhabitable condition, and any other emergency conditions the school district determines appropriate.
- ☒ A school restroom has not been maintained or cleaned regularly, is not fully operational and has not been stocked at all times with toilet paper, soap, and paper towels or functional hand dryers.
- ☐ The school has not kept all restrooms open during school hours when pupils are not in classes, and has not kept a sufficient number of restrooms open during school hours when pupils are in classes.

3. Teacher Vacancy or Misassignment

- ☐ Teacher vacancy - A semester begins and a teacher vacancy exists. (A teacher vacancy is a position to which a single designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is for a one-semester course, a position to which a single designated certificated employee has not been assigned at the beginning of a semester for an entire semester.)
- ☐ Teacher misassignment - A teacher who lacks credentials or training to teach English learners is assigned to teach a class with more than 20 percent English learner pupils in the class.
- ☐ Teacher misassignment - A teacher is assigned to teach a class for which the teacher lacks subject matter competency.

Date of Problem: _____

Location of Problem (School Name, Address, and Room Number or Location): Donald T. Meyer Elementary 1824 Daytona Dr San Jose Wings C+D, Room C-7

Course or Grade Level and Teacher Name: 3rd grade Mrs. Rocio Lovelace

Please describe the issue of your complaint in detail. You may attach additional pages if necessary to fully describe the situation.

Please see attached

Please file this complaint with the Principal of your school.

Hilaria Bauer, Ph.D., Superintendent

Board of Trustees: Esau Ruiz Herrera, President · Andrés Quintero, Vice-President
Dolores Márquez-Frausto, Clerk · Khanh Tran, Member · Karen Martinez, Member

ıcility conditions

1. Today, March 14, the fourth fire drill of the school year was held. The alarm failed in our section of the school. This alarm has not functioned properly since August 2021. I have consistently reported this to no avail. The failure of a properly functioning fire alarm endangers both myself and my students.
2. Covid protocols are posted at Meyer School. The directions specifically tell students to wash their hands with warm water. There is no warm water at Meyer in my classroom, the students' restrooms, nor the faculty restroom.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

8.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: **March 31, 2022**

Subject: SB 187 Comprehensive School Safety Plans
Schools must routinely write or revise their Comprehensive School Safety Plans

Staff Analysis: Schools have completed revising their Comprehensive School Safety Plans. Using the district provided template, schools developed plans to reflect their needs while integrating numerous elements of school safety. The submitted plans for twenty-two schools are in compliance with SB187 guidelines and are available for review.

Recommendation: Staff recommends approval of the submitted school safety plans for 2022-2024

Submitted by: Norma Flores NF Title: Director of Student Services

Approved by: Rene Sanchez R.S Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

8.07
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock
Union Elementary School District

29 30 Gay Avenue
San Jose, CA 95127
Phone: (408) 928 – 6800
Fax: (408) 928 - 6423
Website: http://www.arusd.org/

SB 187

Comprehensive

School Safety Plan

L.U.C.H.A Elementary School
1711 East San Antonio Street
San Jose, CA 95116
(408) 928-8300

2022 - 2024

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System.

It is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. **It is *NOT* intended to be a "grab and go" guide in an actual emergency.**

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Chapter

1

SB 187: School Safety Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a timeline and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

    - Child Abuse reporting procedures
    - Policies pursuant to Education Code 48915(c) and other school designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    - Procedures to notify teachers and counselors of dangerous students
    - Sexual Harassment Policy
    - Safe ingress and egress to and from school
    - Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
    - Dress Code

- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed and made available to all staff, students, parents, and the community to review in the school library and the main offices.

Chapter

2

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294,1) *Other local agencies, such as health care and emergency services, may be consulted if desired.* (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders

- Additional parent representatives

L.U.C.H.A.

(Learning in an Urban Community with High Achievement)
Elementary School

Safety Plan Signature Page
2022 - 2024

The undersigned members of the L.U.C.H.A. Elementary School Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

L.U.C.H.A Elementary School
School Name

Kristin Burt
Principal

Ella Mae Mondina
President, School Site Council

Matt Warner
Teachers Association Representative

Elizabeth Musquez
Classified Association Representative

Parent Representative

Law Enforcement Representative

Chapter

3

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two **safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals**. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

LUCHA Elementary School
Safety Plan Goals
2022 – 2024

Component 1: People and Programs

GOAL 1: Increase the collegiality and sportsmanship amongst students and decrease name calling and altercations on the playground.

Strategy 1.1: Identify and train 4th and 5th graders to serve as Recess Sidekicks through the Little Heroes Program.

Strategy 1.2: Reward students who demonstrate core values with LUCHA coupons. Conduct weekly recognition by holding LUCHA coupon raffle every Friday.

Strategy 1.3: Hold monthly school wide assemblies on Core Values and use this time to recognize students of the month who have best demonstrated monthly core value focus

Strategy 1.4: Teacher provides focused instruction on core values and principal conducts core value lessons once a month to teach students about how to demonstrate the desired behaviors.

Baseline Data 1.1: Panorama Survey Data indicated

Assessment 1.1: Review Incident log and Discipline referrals

LUCHA Elementary School
Safety Plan Goals
2022 – 2024

Component 2: Place or Physical Site

GOAL 1: Increase traffic safety during pick up and drop off times by working to ensure parents do not make illegal traffic moves (crossing double yellow lines to turn into driveway, u-turning in front of school)

Strategy 1.1: Present traffic and parking information to parents at Back to School Night to be sure all parents are aware of new systems.

Strategy 1.2: Use parent volunteers to monitor parking areas and drop off areas to be sure rules are being followed.

Strategy 1.3: Provide more signage and cones to discourage

Baseline Data 1.1: Drop Off Observation on 1/24/22 - 27 cars crossed double yellow line to enter driveway

Assessment 1.1: Record of the number of cars who violate traffic rules

GOAL 2: Increase community awareness and preparedness in active shooter drills

Strategy 2.1: Stock each classroom with an emergency supply kit that includes water and non-perishable food in case of an emergency situation where students may need to remain on site for up to 72 hours.

Baseline Data 2.1: 100% of classrooms complete active shooter drill.

Assessment 2.1: Monitor yearly drills

Strategy 2.2 Provide information to parents and staff about what to do in case of an emergency both at school and at home to increase awareness.

Baseline Data 2.2 Provide current training to staff and presentation to parents.

Assessment 2.2 Document date, time and attendance of the training and presentation.

Strategy 2.3: Provide training to parents and staff who are interested in First Aid and CPR

LUCHA Elementary School

Quarterly Safety Goal Report
2018 - 2020

Safety Plan Goals: status of strategy implementation; data on progress from goals on activities from 2018-2020.

I. Review of 2018- 2020 **Goal I**

Increase traffic safety during pick up and drop off times and ensure there is no illegal parking occurring on campus that could impede emergency response vehicles.

a) Current data
   - There were no reported accidents at the school site in 2018-2020

b) Strategies
   - Traffic Information was shared with parents during Back to School Night
   - Parent volunteers helped during pick up and drop off

c) Discussion
   - Pandemic greatly changed our system for arrival and dismissal as parents can no longer enter the campus. This has obviously reduced parking problems. Now, focus is shifting to ensure parents are following traffic pattern outlined in arrival/dismissal procedures

d) Next Steps
   - Video! Video! Video! Create info videos to parents to show what is allowed/not allowed
   - Report trouble areas to City of San Jose and traffic police - perhaps they could assist in official signage or dividers

II. Review of 2018 - 2020 **Goal 2**

Increase community awareness and preparedness in case of a lockdown barricade or natural disaster

a) Current data
   - There were no emergencies during the 2018-2020 school year.

a) Strategies
   - Staff Training on Incident Command System
   - November Community Meeting focused on emergency preparedness – guest speaker – Alex Fraser
   - Participation in district-wide emergency drill

b) Discussion
   - Instead of individualized 72 hour emergency kits, buy bulk group kits for each room to have on hand

c) Next Steps
   - More Emergency Practice Drills

Chapter

4 Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- ☐ Child abuse reporting consistent with Penal Code 11164.
- ☐ Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- ☐ Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- ☐ A sexual harassment policy pursuant to Education Code 212.6
- ☐ Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- ☐ The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- ☐ If the school has adopted a dress code prohibiting students from wearing "gang related apparel," the provisions of that dress code.
- ☐ Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?

- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in outofhome care.

1. Child Abuse

   a. Injury inflicted by another person.

   b. Sexual Abuse.

   c. Neglect of child's physical, health, and emotional needs.

   d. Unusual and willful cruelty; unjustifiable punishment.

   e. Unlawful corporal punishment.

2. Not Considered Child Abuse

   a. Mutual affray between minors

   b. Injury caused by reasonable and necessary force used by a peace officer:

      - To quell a disturbance threatening physical injury to a person or damage property
      - To prevent physical injury to another person or damage to property
      - For the purposes of self defense
      - To obtain possession of weapons or other dangerous objects within the control of a child
      - To apprehend an escapee

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional

capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional wellbeing is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. incest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or because of an exploitative relationship, then this behavior must

be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child

c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

a. The partner is less than 14 years of age

b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

b. Unlawful sexual intercourse of a child 14 to 15years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be crossreported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 2992071

F. Staff Training

All teachers will complete the mandated child abuse training each year. for general safety, child abuse reporting and sexual harassment are given and explained. At the same time classified staff is provided with the same information.

Written information on all policies and procedures regarding child abuse reporting, sexual harassment policy, general safety, school discipline, routine and emergency disaster procedures, etc. are housed in our LUCHA Faculty Handbook.

Annually the staff receives a run, hide and defend training during a staff meeting in preparation for a Lock down drill.

All staff received procedures for fire drills and earthquake drills in preparation for monthly fire/earthquake drills.

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

a. Caused, attempted to cause, or threatened to cause physical injury to another person

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated

school employee, which is concurred in by the principal or the designee of the principal.

c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property.

g. Stolen or attempted to steal school or private property.

h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit sexual assault.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A

pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.

b. While going to or coming from school.

c. During the lunch period, whether on or off the campus.

d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a. Causing serious physical injury to another person, except in selfdefense.

b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.

c. Unlawful possession of any controlled substance, as defined under Ed. Code.

d. Robbery or extortion.

e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b. Brandishing a knife at another person.

c. Unlawfully selling a controlled substance as defined by Education Code.

d. Committing or attempting to commit a sexual assault as defined in the Education Code.

F. Staff Training

Updated information on general discipline policies are housed in our Faculty Handbook and reviewed with staff at meetings. All teachers have a teacher handbook which includes suspension and expulsion policies.

LUCHA School has a behavior referral form which is used on individual bases.

Staff Notification of Dangerous Students

A. District Policy

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose CA 95127 Phone (408) 928-6800 FAX (408) 928-6423

DATE: July 27, 2021
TO: Principals, Assistant Principals
FROM: Norma Flores, Director of Student Services
RE: **DISCLOSURE OF STUDENT DISCIPLINARY HISTORY**

Educational Code 49079 requires school districts to notify the teaching staff of "each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts enumerated under the Suspension/Expulsion authorization sections."

At each school:

1. An administrator needs to be named the "Suspension List Keeper."

2. Suspension lists, along with the "Juvenile Court Advisories of Possibly Violent Students," shall be maintained by the Suspension List Keeper in a centrally located area in the school office, with limited access to protect the confidentiality of the student and family. The "Juvenile Court Advisories of Possibly Violent Students" need to be kept in a separate binder from the List of Suspensions.

3. It is necessary to inform your teachers every year that: the list of suspended students is available for them to review, and the information is provided solely for the benefit of the affected teaching staff member with further dissemination being prohibited. You may wish to inform your teachers through your staff bulletin or during a staff meeting early in the school year that this information will be available throughout the year for their review through an administrator.

4. At the time a student is suspended, a notice should be placed in his/her teacher's mail box, or an e-mail may be sent to inform the teacher(s). The notice should state the date(s) of the suspension and the name of the administrator to contact for further information.

   Making sure teachers are fully informed is a legal requirement. However, any information reviewed by a teacher is to be kept confidential and is for the limited purpose for which it is provided.

   If you have questions or concerns, please call Norma Flores at ext. 6947

   cc: Hilaria Bauer, Ph.D., Superintendent
   Rene Sanchez, Assistant Superintendent Instructional Services

B. Staff Training

When a student is suspended by the administration, the individual teacher is contacted directly by the administration.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or
(2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.

(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.
(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.
(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.
(p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
    (1) While on school grounds.
    (2) While going to or coming from school.
    (3) During the lunch period whether on or off the campus.
    (4) During, or while going to or coming from, a school sponsored activity.
(q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.
(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 through 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

STUDENT SEXUAL HARASSMENT

The Board of Trustees prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee at his/her school. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of harassment can be filed with the district's Title IX Coordinator for students. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.
2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct had the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school. Educ Code 212.5

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or an overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.

7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools and/or instruction.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The Principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff training and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Legal Reference

Civil Code 1714.1, Education Code 200-240, 212.5, 212.6, 230, 48904, 48980, United States Code, Title 42, 2000d & 2000e et seq. Title IX, 1972 Education Act Amendments, Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028, Board Policy 5145.7

Notifications

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. Educ Code 48980
2. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. Educ Code 212.5

C. Staff Training

All staff completed mandatory training that includes sexual harassment training.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include information in their plan for:

- At the beginning of each year the health aide and the special education teacher will provide the office staff, administration and respective teachers with a list of all students with disabilities. They will also provide information on any kind of modification or accommodations needed to be provided.
- Each year the administration will work with the district to ensure that all appropriate signs and modifications are provided for the individuals with disabilities. As individual IEP's are reviewed the administration and special education staff will work together with the district office Special Education department to provide all mandated equipment.
- Each year the school and the special education department will collaborate to provide training for all staff based on individual student needs as designated by the list compiled at the beginning of the year.
- The school will follow district major incident report procedures.
- **B. Planning**

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff. All staff assemblies on the back lawn off the black top

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

a. Identify off-campus evacuation site(s).

b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization	Mexican Heritage Plaza
Address	1700 Alum Rock Ave San Jose, CA 95116
Contact	Alex Corona / facilities coordinator
Phone Number	408- 794-6240
Date of Agreement	2/3/22

Secondary Off-Site Evacuation/Assembly Location

Organization	Our Lady of Guadalupe Church
Address	2020 East San Antonio Street San Jose, Ca 95116
Contact	Angie Morales
Phone Number	408-258-7057
Date of Agreement	1/28/22

In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

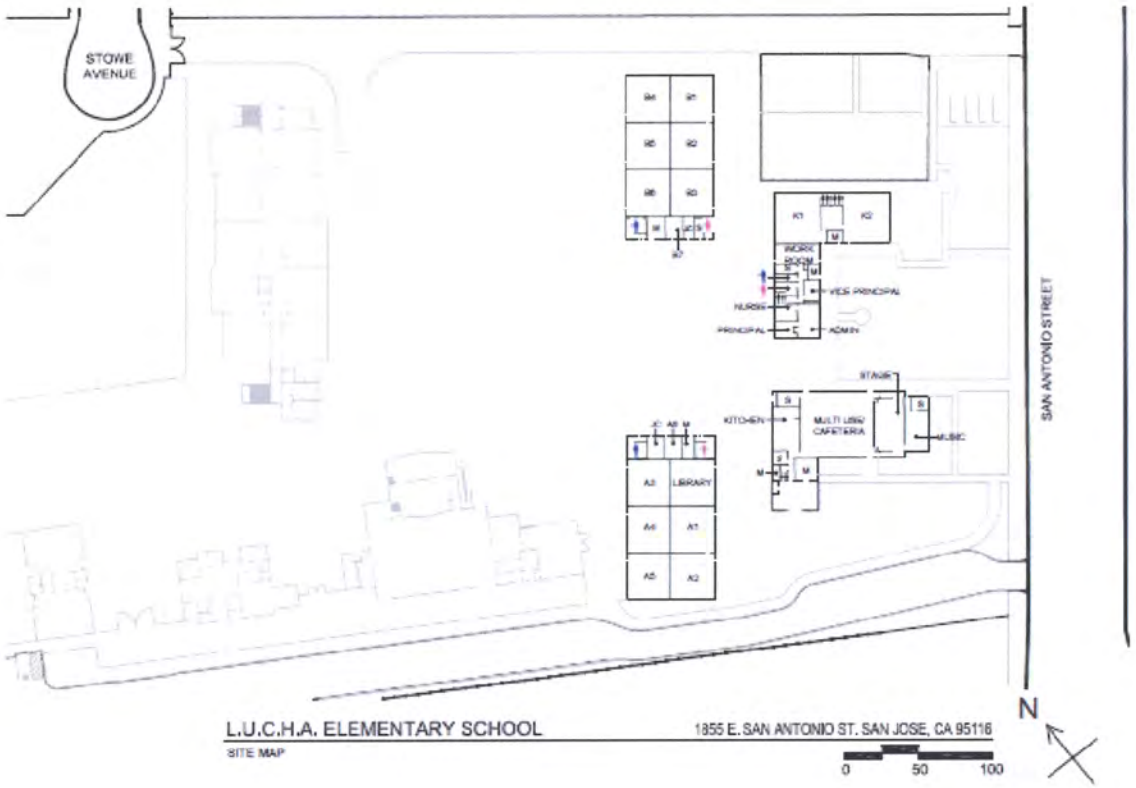
Follow the "Shelter-in-Place" procedures.

C. Staff Training

Annually the staff receives a lockdown training provided by the SJPD during a staff meeting in preparation for a lockdown drill.

All staff received procedures for fire drills and earthquake drills in preparation for monthly fire/earthquake drills.

Daily Ingress/Egress Routes
L.U.C.H.A ELEMENTARY SCHOOL



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

b. The discipline policy shall be reviewed annually with input from the School Safety Committee, Site Administrators, Campus Security, Staff, and Parents.

C. LUCHA School Playground Guidelines

General School Rules:

1. Be respectful.
1. Be responsible.
2. Be compassionate.
3. Work hard.

Playground Rules:

1. Stay on the blacktop area or grass area.
2. Do not run in the hallways.
3. Fighting or name calling are not allowed.
4. Observe and display good sportsmanship behavior.
5. Use the bathrooms and refill water bottles before the bell rings.
6. Freeze when the bell rings, wait for whistle and walk to classroom line.

Playground Consequences:

Breaking any of the playground rules will result in one of the following:

- Verbal warning from a staff member.
- Student will receive a time out (equipment taken away) to sit on the bench.
- Severe misbehavior (i.e. fighting) will result in a referral to the Principal or Admin. Designee.

Cafeteria Guidelines:

1. Enter the cafeteria quietly and respect your peers.
2. Keep your hands and feet to yourself.
3. Raise your hand if you need something and be respectful of adults.
4. Students will be released by table.
5. Pick up and take your tray and papers to the trash bins and clean up after yourself.

Cafeteria Consequences:

Breaking any of the cafeteria guidelines will result in one of the following:

- Verbal warning from a staff member.
- Student will need to sit at the back table and lose recess time
- Severe misbehavior (i.e. fighting) will result in a referral to the Principal or Designee.

DISCIPLINE POLICY

It is expected that all students are responsible for their own behavior. Therefore, the following are procedures and consequences that will be used when rules are broken.

1. Teachers will follow their classroom behavior plan. Teachers may send children to another teacher for 15-30 minute time out if necessary. Each time out will be documented.

2. After various disruptions in the classroom, teachers will send the child to the office with a discipline referral.

3. The Administrator(s) or Administrative Designee on duty will conference with the child and determine action to be taken. Possibilities include: loss of recess, call to parents, parent conference, detention, and warning.

The following behaviors will result in an automatic referral to the principal and may result in a parent-student-teacher-principal meeting, suspension, expulsion, involuntary transfer to another school, or call to the SJPD.

- Physical fighting
- Attempts to cause or threaten to cause physical injury
- Possession of a weapon, drugs, cigarettes, explosives and obscene photos or drawings.
- Theft of school or private property
- Verbal abuse and or swearing
- Sexual harassment

D. Staff Training

LUCHA's behavior policies are outlined in our staff handbook and reviewed with staff during staff meetings at the beginning of the school year.

All students and families receive a copy of the student handbook containing this information.

Dress Code

A. School Uniforms

All students are expected to wear the L.U.C.H.A. uniform everyday. The L.U.C.H.A. uniform consists of a black bottom (pants, shorts, dress, skirt, or skorts) and a white or grey collared shirt. Students may also wear a L.U.C.H.A polo shirt or light blue t-shirt. Students should have their shirts tucked in as well.

Students should also wear closed toe shoes. Sandals are not safe or appropriate for school.

B. Staff Training

Staff is informed of the school dress code and uniform policy. This information is in the teacher handbook, on our website, and in the student's handbook.

Chapter
5

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.
A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation: An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools

and four (4) times per year in all middle schools. (Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Lockdown Drills

For sites that have had Lockdown Training™, conducting a Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle schools should conduct an

annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers and Student Services.

There are a number of steps that are recommended in the Lockdown Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 40 minute timeframe to review expectations and standards in terms of:
    a. Locking doors
    b. Covering windows
    c. Turning off lights
    d. Building barricades
    e. Reviewing classroom and all clear procedures
    f. Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Lockdown Drill Assessment Sheet

Team Member _____ Building _____

Room	Door Barricade	Windows Covered	Lights	Interior Barricade	Teacher/Students behind Barricade	PE at Gates	All Clear Code	Evacuation Yes / No

Chapter

6

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance

Requirements

The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purpose. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school district. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof."

Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean

the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

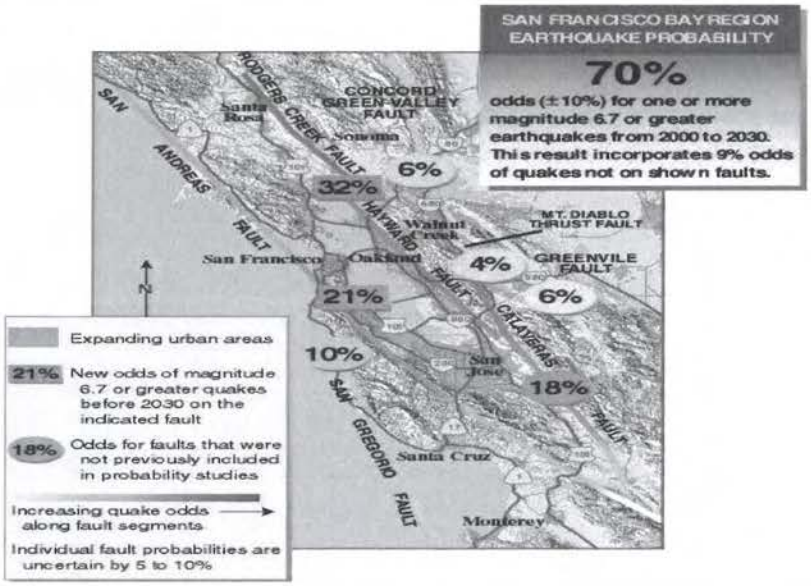
Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	strumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	rement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
loderate Earthquake	6 to 6.9	re earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	faction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	over a broad area, depending on magnitude and other factors.



Levels of Response

This information has been checked with the San Jose Police Department for 2014-2015.

Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.

Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

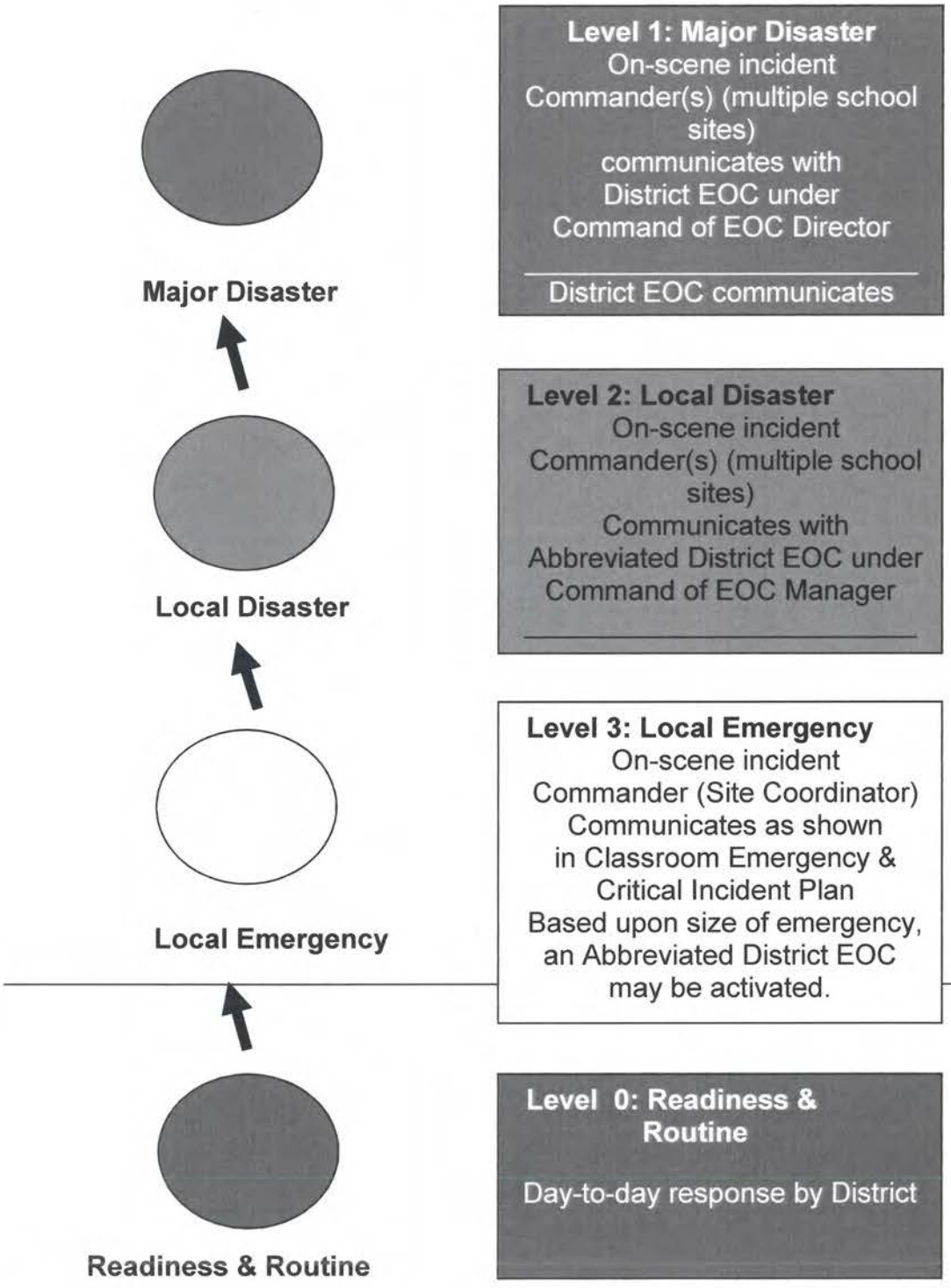
Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Alum Rock Union Elementary School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram



Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments,

policies, notification procedures, and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- ❑ A 72-hour supply kit for the home
- ❑ A Car Kit, including comfortable clothes/shoes and medications
- ❑ To develop a plan to reunite with their family
- ❑ A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www,ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: ***California Government Code*** Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Chapter

7

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable
g. At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat

Action TAKE COVER is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings
   - Immediately **TAKE COVER** under desks or tables and turn away from all windows
   - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

b. Outside of School Buildings
   - Earthquake: move away from buildings
   - Take a protective position, if possible

c. Explosion/Nuclear Attack:
   - Take protective position, **OR,**
   - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shutoff valves will be shutoff for each applicable building under the join authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific ManMade Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOM**E consists of:

a. Dismissal of all classes
b. Return of students to their homes by the most safe and expeditious means

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Earthquake
DROP, COVER, and HOLD

It is the responsibility of every school employee to ensure students are taught and trained in the following procedures.

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of after shocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
   - Order an evacuation if the fire alarm doesn't work
   - Call 9-1-1
   - Notify the Superintendent and Student Services Department

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

a. **The Principal or designee shall**:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.
- Notify the Fire Department by calling 911.
- Notify the Superintendent's office and Student Services Department.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ❑ Update each student's emergency card.
- ❑ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ❑ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ❑ Clear away materials and boxes from hallways and pathways.

- ❑ Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ❑ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- ❑ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- ❑ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- ❑ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.
- ❑ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ❑ Ask your staff and students to have seasonal warm clothing available.
- ❑ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ❑ If you have electric smoke detectors, use a battery-powered smoke detector as a back up.

DURING AN OUTAGE

- ❑ CONTACT MAINTENANCE & OPERTIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- ❑ According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- ❑ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ❑ Use a buddy system when going to the restrooms.
- ❑ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ❑ DO NOT USE candles or gas lanterns.
- ❑ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ❑ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials.
    - o If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ❑ **Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- ❑ **A school official (or student if no official present) should close all vents and turn off ventilation systems**. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- ❑ **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- ❑ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

- ❑ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- ❑ Use the **"bomb threat checklist"** form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

  The most important information is:

- ❑ **When will the bomb explode and where is the bomb located?**
- ❑ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- ❑ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- ❑ Call 9-1-1. Give the following information:
  - ✔ Your name
  - ✔ Your call-back phone number
  - ✔ Exact street location with the nearest cross street
  - ✔ Nature of incident
  - ✔ Number and location of people involved and/or injured

- ❑ Notify Superintendent's Office and Student Services.
- ❑ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ❑ Implement a systematic inspection of the facilities to determine if everyone is out.
- ❑ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ❑ Maintain an open telephone line for communications.
- ❑ Secure all exits to prevent re-entry to buildings during the search period.
- ❑ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ❑ Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM
ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

School:	**Time Call Received:**	**Call Taken By:**
Date:	**Time Caller Hung Up:**	**Title:**
	Caller ID Info (*69)	

Questions to Ask:	**Exact Wording of Threat: "**								"
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							
	Have this information ready before calling 911.							

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

- ❑ Have the person(s) under suspicion kept under constant covert surveillance.
- ❑ Approach and greet the intruder in a polite and non-threatening manner.
- ❑ Identify yourself as a school official.
- ❑ Ask the intruder for identification.
- ❑ Ask them what their purpose is for being on campus.
- ❑ Advise intruder of the trespass laws.
- ❑ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ❑ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ❑ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- ❑ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ❑ Lock exit doors to cafeteria/gym.
- ❑ Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ❑ .**Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are In an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- ❑ If the intruder speaks to you or to your students, then answer him or her**. Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to oneanother, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ❑ .Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.

- ❑ If and when possible, call Administration and/or 9-1-1.

Lockdown: Run Hide and Defend

A Lockdown Alert is sounded if **there is a sniper, armed intruder or active shooter on campus**. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the Run, Hide and Defend Training and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Run, Hide, and Defend response is a partnership with local law enforcement.

Immediate actions should include:

- ❑ Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- ❑ LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- ❑ Notify administration
- ❑ Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- ❑ Administration notifies the Superintendent

Intermediate activities:

- ❑ Place a red card under the door/in a window if you have a serious injury in the classroom.
- ❑ Take roll
- ❑ Conduct anxiety-reducing activities

Evacuation:

- ❑ Prepare students and yourself for a quick evacuation
- ❑ Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

- ❑ Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- ❑ Call parents.
- ❑ Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- ❑ Evacuate the immediate area of personnel
- ❑ Determine whether to initiate Shelter In Place Protocol
- ❑ Secure the area (block points of entry)
- ❑ Identify the chemical and follow the procedures for that particular chemical.
- ❑ Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- ❑ Notify the District Office **(408) 928-6830** with the following information:
  - ✔ Date, time, and exact location of the release or threatened release
  - ✔ Name and telephone number of person reporting
  - ✔ Type of chemical involved and the estimated quantity
  - ✔ Description of potential hazards presented by the spill

- ✔ Document time and date notification made
- ✔ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

❑ Locate a fire extinguisher and have present, should the need arise

❑ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

❑ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at **(408) 687-6945.** The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

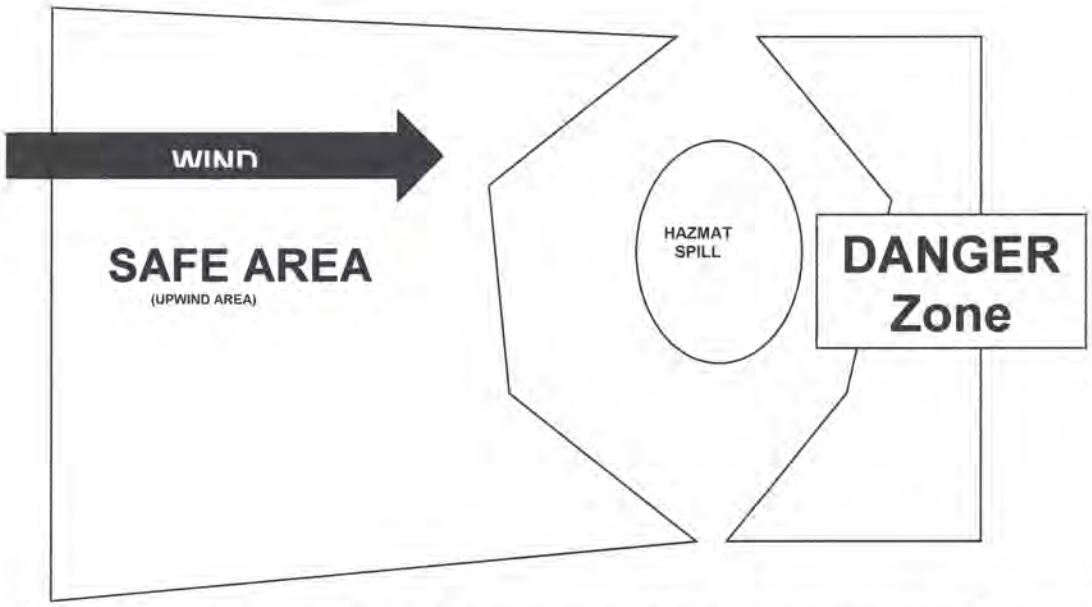
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- ❑ Extinguish all ignition sources
- ❑ Shut off main emergency switch to fuel pump, if appropriate
- ❑ Move appropriate fire extinguishing equipment to area
- ❑ If possible, contain the spill to prevent further contamination
- ❑ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the **Superintendent's Office (408- 928-6822) and Student Services (408 – 928-6945).**



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

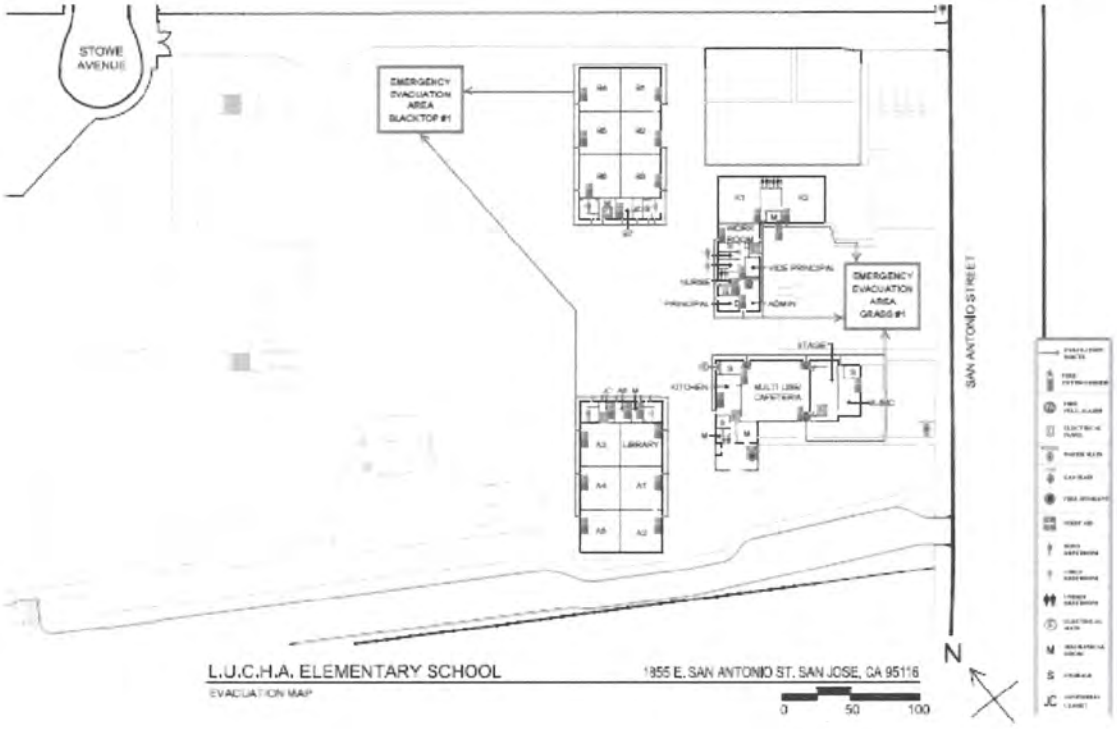
When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- ❑ Shut off emergency switch
- ❑ Avoid skin contact
- ❑ Isolate the spill from people and vehicles by blocking all points of entry
- ❑ Stop and evaluate any hazards
- ❑ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- ❑ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- ❑ Take care of any injured
- ❑ Notify the District Office.
- ❑ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- ❑ Date, time, and exact location of the release
- ❑ Name and telephone number of persons reporting the release
- ❑ The type of fuel spilled and the estimated quantity
- ❑ Description of potential hazards presented by the fuel spill
- ❑ Document the time and date notification was made and the information provided

Emergency Evacuation Routes and Procedures



In an Emergency Building Evacuation all employees will:

- ❑ Upon emergency alert, secure work area and depart/report to assigned area.
- ❑ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ❑ DO NOT re-enter the building without permission or request of emergency service authorities.
- ❑ Remain in the general assembly areas and calm students if not assigned another duty.
- ❑ When signaled to re-enter safe areas of the school, quickly do so.
- ❑ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- ❑ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ❑ Secure room.
- ❑ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ❑ Upon arrival at the assembly area, account for all students.
- ❑ Secure medical treatment for injured students.
- ❑ Report any students missing or left behind because of serious injuries.
- ❑ Stay with and calm students.
- ❑ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ❑ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ❑ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ❑ Notify the Superintendent of the Campus Evacuation.
- ❑ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.

- ❑ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

- ❑ Gently tilt the head back and lift the chin to open the airway.
- ❑ Pinch the nose closed.
- ❑ Give two slow breaths into the mouth.
- ❑ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ❑ If you are doing the procedure correctly, you should see the chest rise and fall.

- ❑ Apply direct pressure to the wound.
- ❑ Maintain the pressure until the bleeding stops.
- ❑ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ❑ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

- ❑ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ❑ Attempt to rule out a broken neck or back.
- ❑ If no back or neck injury is present, slightly elevate the person's legs.

- ❑ Stand behind the person.
- ❑ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ❑ Grasp your fist with your other hand, give an abdominal thrust.
- ❑ Repeat until the object comes out.
- ❑ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as ***the sorting of patients into categories of priority for care based on injuries and medical emergencies***. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.
Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority - BLACK

2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial Contact

Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**

- ❑ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ❑ If absent, open airway to see if breathing begins
- ❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ❑ Use the capillary refill test to check radial (wrist) pulse
- ❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ❑ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ❑ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ❑ Use simple commands/tasks to assess
- ❑ If patient cannot follow simple commands, tag **RED**
- ❑ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ❑ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

Listen — to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe — the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask — whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP — by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY — with the person. Take the person to a CRT member and stay with that person for awhile. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't — leave the person alone for even a minute.

Don't — act shocked or be sworn to secrecy.

Don't — underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't — let the person convince you that the crisis is over. The moat dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't — take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ❑ Determine what the problem is and **call 9-1-1** for local emergency services. **Note:** A casualty is a victim of an accident or disaster.
- ❑ Identify the problem and give the school address.
- ❑ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ❑ Determine if problem will continue or if it is over.
- ❑ Notify Superintendent's Office.
- ❑ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ❑ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ❑ Keep calm, reassure students.
- ❑ Fire Department will notify appropriate agencies for additional help.
- ❑ Crisis Team will convene.
- ❑ Contact Superintendent to determine need to send students ho

Mass Casualty **PATIENT TRACKING SHEET** **Page_____**

HOSPITALS:

LGH – LOS GATOS	STH – SANTA TERESA	
ECH – EL CAMINO	OCH – O'CONNOR	SUH - STANFORD
GSH – GOOD SAMARITAN	SJH - SAN JOSE	VMC – VALLEY MED
KSC – KAISER SANTA CLARA	SLH – STE. LOUISE	Other

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	Hospital

Signed _____ **Date**_____

Bio Terrorism

Some characteristics of suspicious letters or packages include the following:

- ✔ Excessive postage
- ✔ Handwritten or poorly typed addresses
- ✔ Incorrect titles
- ✔ Title, but no name
- ✔ Misspellings of common words
- ✔ Oily stains, discolorations or odors
- ✔ No return address
- ✔ Excessive weight
- ✔ Lopsided or uneven envelop
- ✔ Protruding wires or aluminum foil
- ✔ Excessive security material such as masking tape, string, etc.
- ✔ Visual distractions
- ✔ Ticking sound
- ✔ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✔ Shows a city or state in the postmark that does not match the return address.

- ❑ Do not shake or empty the contents of any suspicious envelop or package.
- ❑ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- ❑ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- ❑ Then leave the room and close the door, or section off the area to prevent others from entering.

- ❑ Wash your hands with soap and water to prevent spreading any powder to your face.

- ❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

- ❑ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

- ❑ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

- ❑ Leave the room and close the door or section off the area to prevent others from entering.

- ❑ Wash your hands with soap and water to prevent spreading any powder to your face.

- ❑ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

- ❑ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

- ❑ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

- ❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

- ❑ Turn off local fans or ventilation units in the area.

- ❑ Leave the area immediately.
- ❑ Close the door or section off the area to prevent others from entering.
- ❑ Move upwind, uphill, upstream.
- ❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ❑ Shut down air handling systems in the building if possible.
- ❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodbourne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be proceeded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalational Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable form those of foodbourne botulism, except that the gastrointestinal signs sometimes associated with foodbourne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Chapter 8

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can serve more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should be supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:
Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Alum Rock Union Elementary School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

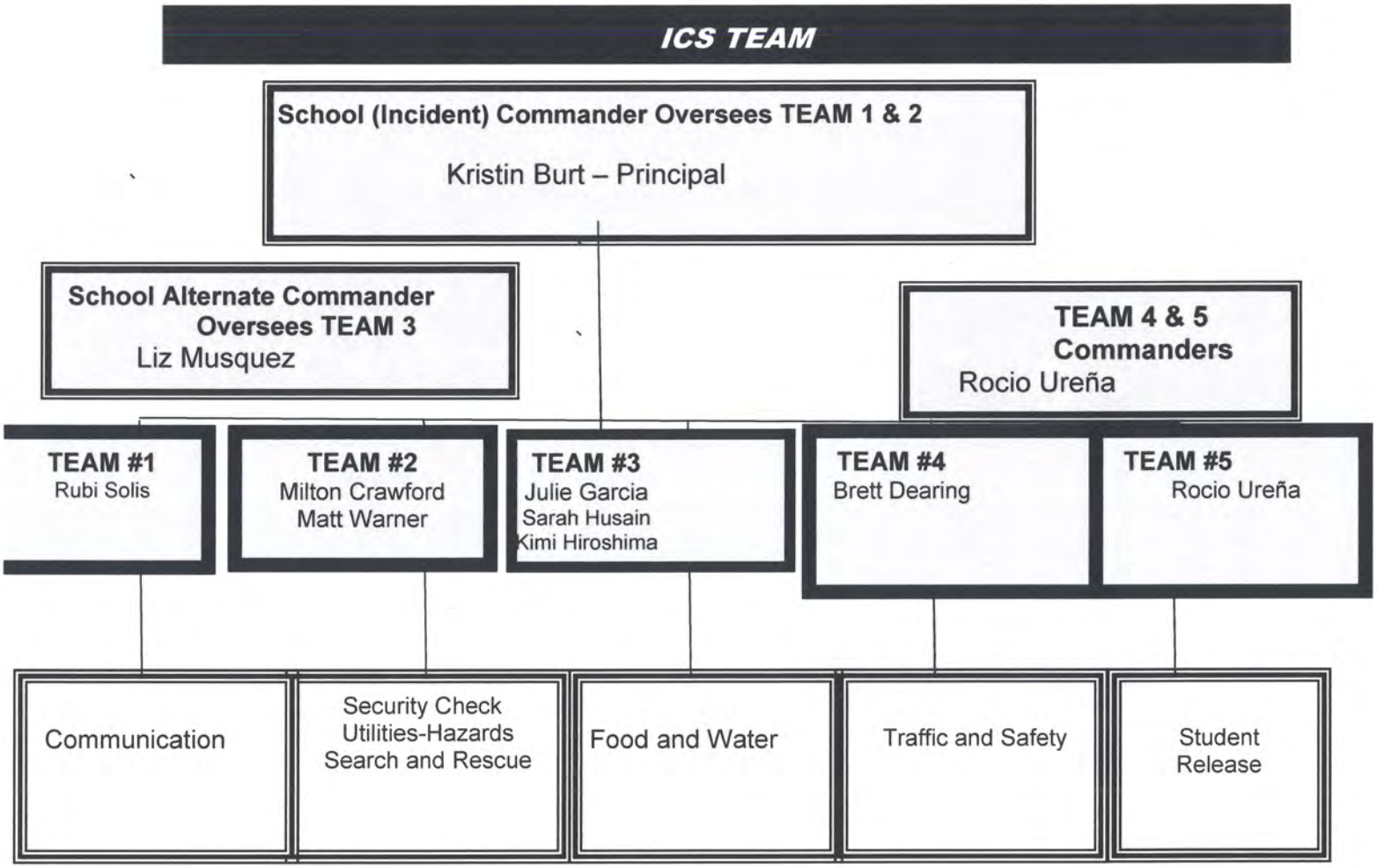
Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.
- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers



Principal: Kristin Burt oversees Team 1 and Team 2

Team #1 Communication Leader: Rubi Solis

Team # 2 Utilities and Hazards Leader: Milton Crawford

School Alternate Commander – Liz Musquez oversees Team 3

Team # 3A First Aid #3B Food and Water

Team Leaders: Julie Garcia (Health Assistant)

Safety Committee- Rocio Ureña oversees Team 4 and Team 5

Team #4 Traffic and Safety Team Leader: Almerido

Team # 5 Student Release Team Leaders: Rocio Ureña

Team #1 Communication

Leader: Rubi Solis

Team members: Coach Jay

Duties:

- Creates Control Center keeping track of all info from different teams
- Communicate with leaders through walkie- talkies

Team #2 Utilities and Hazards / Search and Rescue
Leader: Milton Crawford and Matt Warner
Duties:
- Control the main shut-off valves and switches for gas, water, and electricity and assure that no hazards result in broken or down lines
- Assist rescue operations
- Survey and report damage to communication team
- Help disburse supplies and equipment, as needed
- Determine if the buildings are safe for return

Team #3A First Aid Team
Leader: Julie Garcia (Health Assistant) / Sarah Husain
Duties:
- Set up first aid station on blacktop and administer first aid
- Supervise the use and distribution of first aid supplies
- Document treatment, time and release of all injured on the nurse's log
- Notify site communication team of staff and student injuries
- Determine need for more extensive treatment and notify site communication team

Team #3B Food and Water
Leader: Rita Salinas (cafeteria supervisor) and Kimi Hiroshima
Duties:
- Monitor use of all bottled water
- Distribute food supplies as needed
- Conduct appropriate rationing of food and water

Team #4 Traffic and Safety
Leader: Brett Dearing
Team members: Chester Peterson
Duties:
- Block off the parking lot to non-emergency vehicles
- Close and/or monitor all entrances and exits of campus
- Direct the emergency personnel to location

Team #5 Student Release
Leader: Rocio Ureña
Team members: Coach Jay
Duties:
- Help secure area for students, keeping a close watch on exits
- Set up check out areas for parents to come to tables outside of front office
- Set up sign out sheet for parent signature and relationship
- Communicate with communications leader on progress and when students can begin to be released
- Use emergency cards or copies for student release

All other staff members monitor students

Staging Areas

Command Posts

Primary:
Front Office

Secondary:
A2

Mass Care Centers

Primary:
Cafeteria

Secondary:
Library

Evacuation Centers

On Campus:
Grass Area between LUCHA and San Antonio schools

Off Campus:
Mexican Heritage Plaza
Our Lady of Guadalupe Church

Emergency Response Teams

Operations

Team 1	Team Leader:	Staff:
Communication	Rubi Solis	Coach Jay
Team 2	Team Leader:	Staff:
Security Search and Rescue	Milton Crawford	Matt Warner
Team 3A	Team Leader:	Staff:
Medical	Julie Garcia	Sarah Husain
Team 3B	Team Leader:	Staff:
Food and Water	Rita Salinas	Kimi Hiroshima
Team 4	Team Leader:	Staff:
Traffic and Safety	Brett Dearing	Chester Peterson
Team 5	Team Leader:	Staff:
Student Release	Rocio Urena	Coach Jay

Student Staging Area Teams:

Locations	Team Leader:	Staff:
Kindergarten Play Area K1 and K2	Lisa Rogers	Kulwinder Dhami
A Wing Evacuation Area in backfield A1, A2, A3, A4, A5	Annette Estrada	Jennifer Maloney
B Wing Evacuation Area in back field B4, B5, B6 B1, B2, B3	Alondra Ureña	Richelle Shimada

Logistics:

Supplies/Facilities	Milton Crawford	
Traffic and Student Release	Rocio Ureña	
Communication/Documentation	Rubi Solis	

District Emergency Directory

The Principal of this school has the Confidential Emergency Call List handed out at the management meeting on August 2021.

District Emergency Operations Center

Emergency Communications

When emergencies occur, communication is key to ensure appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Internal communications will be via:

- ❑ Public address systems.
- ❑ Emails.
- ❑ Message runner.
- ❑ District telephone/emergency radio to administration offices.

External communications will be via:

- ❑ The main communications network.
- ❑ News bulletins, as needed, by appointed personnel only.

In-district communications will be via:

- ❑ Telephone, if operable.
- ❑ District internal communications.
- ❑ Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will need to be established to collect and release information if the emergency is of a continuing nature.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- ❑ Use established communication channels to keep employees, students, parents, essential communicators and community informed.

- ❑ Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- ❑ Hold briefings with employees, labor association leaders, Board President student leaders and other key communicators.
- ❑ Enact telephone tree in order to communicate updates.
- ❑ Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- ❑ Supply Superintendent's office and Student Services with a copy of each bulletin.

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staffs are to report any news media personnel that appear elsewhere on campus.

Media Protocol

WHAT TO DO WHEN YOU RECEIVE A CALL OR REQUEST FROM THE PRESS!

Step 1: Contact The Superintendent's Office...

Ask a few preliminary questions to identify what information the reporter is requesting so you can better provide answers and information.

Step 2: Superintendent's Staff May Ask Clarifying Questions As Follows...

- *What is this about?*
- *Are you looking for specific data/information?*
- *What specific questions do you have regarding the topic?*
- *Do you have prepared questions you would like to email me?*
- *Have you already contacted the Superintendent about the topic?*
- *The Superintendent's office number is (408) 928-6822*
- *What is your deadline?*

Step 3: Notify The Superintendent...

Call the Superintendent at (408) 928-6822 to inform them that you have received a media inquiry and be ready to transmit any and all information you were able to get from the reporter.

Step 4: Final...

The Superintendent will coordinate with the individuals who need to be involved and will get back to you as to how to proceed. They will provide you with any necessary information or follow-up plans. DO NOT contact the reporter until you have spoken with the Superintendent's Office and they have directed you to do so. More often than not, media inquiries will be completed/finalized by the Superintendent's office.

Thank you,

Hilaria Bauer, Ph.D.
Superintendent

Site Comprehensive Safety Plan.

Alum Rock Union Elementary School District

EOC Message Form

Date	Priority (Circle one) **EMERGENCY** (Life Threatened) **URGENT** (Property Threatened) **ROUTINE** (All Others)
Time	

	Name	FROM	Name	
	Title		Title	
	Location		Location	

Check One □Take Action □For Information □Other _____

Category	Number	Description
A.	#_____	**Fatalities**
B.	#_____Minor	**Injuries** **Minor:** In need of First Aid attention only
C.	# of Injured	**Injuries (Ambulance)**
	#_____Major	**Major:** Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
	#___Moderate	**Moderate:** Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	**Circle one**	**Property Damages**
	Major	**Major damage:** building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	**Moderate damage:** Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
	Minor	**Minor damage:** Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	**__Ambulance** **__PG&E** **__Other**	**Resources Needed** **___ Other: (describe)**

□

Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:

Action Requested By: (Name)

Time Action provided:

Media Contact Information

Media Contact Information

Television Stations	Telephone	Fax Numbers	Email
KPIX Channel 5	415-765-8610	415-765-8916	
KRON Channel 4	415-441-4444		4listens@kron4.com
KGO-TV/NBC-Channel 7	415-954-7777		ureport@kgo.tv.com
KQED TV Channel 9	415-864-2000	415-553-2456	
KNTV Channel 11	408-432-6221		newstips@nbcbayarea.com
KDTV Channel 14	415-538-8000		noticias14@univision.net
KTVU Fox 2	510-874-0400		newstips@foxtv.com
KSTS Channel 48	408-944-4848		noticierot48@telemundo.com / kstsnewsdesk@nbcuni.com
Radio Stations	**Telephone**	**Fax Numbers**	**Email**
KBAY FM/KEZR FM	408-287-5775	408-293-3341	
KGO AM	415-216-1300		producers@kgoradio.com
KLIVE AM	408-293-8030	408-995-0823	
KCBS	415-765-4112		kcbsnewsdesk@cbs.com
Newspapers	**Telephone**	**Fax Numbers**	**Email**
San Jose Mercury News	408-920-5446		crime@mercurynews.com
Milpitas Post	408-262-2454		postletters@bayareanewsgroup.com
Bay City News	510-251-8100		newsroom@baycitynews.com
La Alizanza	408-272-9394		rossana@alianzanews.com
LaOferta Review	408-436-7850	408-436-7861	frank@laoferta.com
El Observador	408-938-1700		angelica@el-observador.com

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school districts within San Jose, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills and the Santa Clara County Department of Mental Health have agreed that:

(1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.

(2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

(3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

(4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

(5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

Chapter

8

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

L.U.C.H.A Elementary School
Annual Site Awareness Checklist
2022-2024

Recommendation	Steps	Participants	eted
oyment screening policy & procedure	☐ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ☐ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ☐ Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ☐ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	☐ Security ☐ Human Resources	

hysical security of bus yards and garages; review transportation security in general	? Are vehicle garages alarmed, and are the alarms in working order? ? Are fenced-in areas gated, locked, and adequately illuminated at night? ? Do drivers do "pilot inspections" of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ? Are bus drivers equipped with two-way radios or cell phones? ? Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ? Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?	? Security ? Contract Bus Operators ? Health Staff ? Drivers	
dequacy of physical security in and around campus buildings	? Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ? Are keys to campus and administration buildings adequately controlled? ? Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ? Is exterior lighting working and is illumination adequate? ? Is interior lighting (night lighting) working and is illumination adequate?	? Security ? Maintenance ? Operations	
ss control procedures and heighten employee awareness	? Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ? Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ? Has a visitor log and ID badge system been implemented?	? Everyone	
ne to recognize and report suspicious activities on campuses.	? Are persons taking pictures or filming campus activities questioned about their authorization to do so? ? Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ? Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ? Have you developed a plan to handle reports of suspicious activity? ? Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on	? Everyone	

	routine checklists for maintenance and custodial personnel? ☐ Do personnel know what to do if a suspicious package is found? ☐ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ☐ Are food services personnel trained to be aware of suspicious people in their food preparation area? ☐ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?		

"tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	☐ Do you have a zero tolerance for verbal threats of any kind? ☐ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ☐ Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ☐ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	☐ Student Services ☐ Security ☐ Human Resources	
with local law enforcement and health officials.	☐ Have you made local law enforcement a partner in your district plans? ☐ Are parking regulations, particularly fire zone regulations, strictly enforced? ☐ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ☐ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ☐ Have you determined contact protocol with local health officials if bio-terrorism is suspected?	☐ Security ☐ Clinical Staff ☐ Crisis Management Team	
identifying and handling suspicious packages and letters.	☐ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ☐ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ☐ Have you considered publicizing the availability of this information to others in the school community for personal use?	☐ Mail room ☐ Secretarial ☐ Security ☐ Parents ☐ Students	

L.U.C.H.A Elementary School
Safety Plan Annual Emergency Plan Checklist
2022-2024

Site: L.U.C.H.A
Due By: November 20, 2021
Submit: Student Services, Jesus Araujo

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check	Requirement
_____	1. Read the District Disaster Plan, and know the responsibilities of the site manager.
_____	2. Designate a second-in-command and a backup.
_____	3. Orient staff to District Disaster Plan, review site procedures (staff meeting).
_____	4. Update site plan, assign staff responsibilities (complete staff roster sheet).
_____	5. Schedule necessary training (First Aid, CPR, Search & Rescue).
_____	6. Schedule drills: Fire, Earthquake, Lockdwon, Communications.
_____	7. Complete site map, post as required, and forward a copy to Student Services.
_____	8. Complete Site Hazard Survey.
_____	9. Complete Classroom Hazard Survey Summary.
_____	10. Submit Classroom Hazard Survey Summary to Student Services.
_____	11. Participate in test of District Radios.
_____	12. Check battery-operated radios.
_____	13. Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
_____	14. Complete supplies and equipment inventory to include classroom emergency kits.
_____	15. Order supplies and equipment as necessary.
_____	16. Evacuation areas/alternative identified for all classes.
_____	17. Communications to parents and students about disaster procedures. _____ District Student Release Policy _____ Emergency Information Cards
_____	18. Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
_____	19. Assess food supplies as applicable.
_____	20. Meet with child care provider and coordinate disaster preparedness plans.
_____	21. Identify hospitals and clinics in school's area that have back-up emergency power that would be able to handle casualties in an emergency.

_____

Principal's Signature **Date**

L.U.C.H.A Elementary School
Annual Site Hazard Survey
2022-2024

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Risk Management Department. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- ❒ 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- ❒ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- ❒ 3. Likelihood and possible effects of flooding or landslides
- ❒ 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- ❒ 5. Water heaters are strapped
- ❒ 6. Objects that restrict people from moving to a safe place (tables an desks in hallways) etc.
- ❒ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- ❒ 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
- ❒ 9. All computers and peripherals should be situated so as not to create a tipping hazard
- ❒ 10. Machine shop and woodshop: equipment should be bolted down
- ❒ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- ❒ 12. Sound system speakers and spotlights: secure
- ❒ 13. Compressed gas cylinders: secured top and bottom with a safety chain
- ❒ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- ❒ 15. Laboratory chemicals on shelves: restrained

L.U.C.H.A Elementary School
Annual Site Hazard Survey II
2022-2024

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			n/a
Stairs, ramps, walkways, gates			n/a
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			N/A
Hazardous material storage			
Adequate ventilation, fume hoods			
Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

L.U.C.H.A Elementary School
Annual Classroom Hazard Survey
2022-2024

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

Each Fall, every teacher shall assess his/her classroom for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by November 28th. The principal shall submit completed copies of the Site Hazard Surveys to the Risk Management Department..

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
ıters fastened to work station	
and tables cannot block exits	
ts or equipment on wheels cannot block doorway	

L.U.C.H.A Elementary School
Safety Plan Annual Drill Report
2022-2024

Date	Time		Please place a ✔ below for which drill has been completed.					Principal's Signature
	Start	End	**Radio Communications**	**Fire**	**Earthquake**	**Code Red**	**Other Drills**	

ANNUAL DISASTER SERVICE WORKER SURVEY
2022-2024

General Information		
1. Name		
2. Position		
3. Location		
4. Work Phone/Ext.		
5. Home Phone		
Specialized Skills		
1. Bilingual?		If yes, Language(s):
2. CPR Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
3. First Aid Certified?		If yes, Expiration Date:
		If no, are you willing to be trained?
4. CERT (Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
5. Simple Triage/Rapid Assessment Trained?		If yes, Expiration Date:
		If no, are you willing to be trained?
Personal Responsibilities		
1. Children?		If yes, ages:
2. Special needs?		If yes, please describe:
2. Elderly parents?		Comments:
3. Pets?		Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency – Confidential		
1. Anything you want us to know? Special Needs? Medications?		
2. Other:		

AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies
The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students
- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus

- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

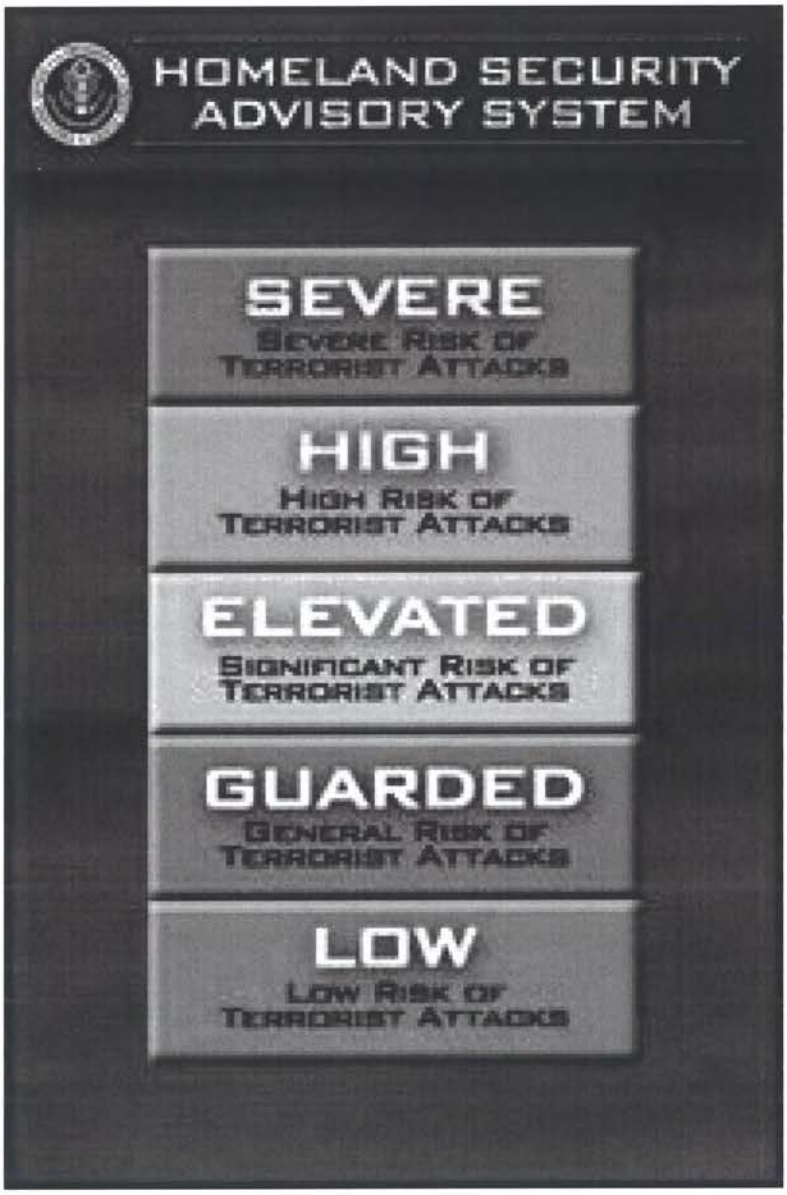
Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System
(Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

GREEN
LOW RISK OF TERRORIST ATTACK

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

BLUE: GENERAL RISK OF TERRORIST ATTACK

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

YELLOW
SIGNIFICANT RISK OF TERRORIST ATTACK

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

ORANGE
HIGH RISK OF TERRORIST ATTACK

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
    a. Communication should focus on reassurance that school is a safe place
        i. Reminder – schools have existing safety plans
        ii. Reminder – schools practice their safety procedures
        iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

RED: SEVERE RISK OF TERRORIST ATTACKS

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Santa Clara County Office of Education will provide staff at the **Santa Clara County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
    A. review communication guidelines under Orange Threat Level
    B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

http://www.ready.gov	Disaster Preparedness Information
http://:www.whitehouse.gov	White House
http://:www.dhs.gov	Federal Department of Homeland Security
http://:www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
http://www.sccoe.org/	Santa Clara County Office of Education

Alum Rock

Union Elementary School District

2930 Gay Avenue
San Jose, CA 95127
Phone: (408) 928 – 6800
Fax: (408) 928 - 6423
Website: http://www.arusd.org/

SB 187

Comprehensive School Safety Plan

Renaissance Academy Fischer

1720 Hopkins Drive

San Jose, CA. 95122

(408) 928-1950

2022-2024

The Comprehensive School Safety Plan is designed to be utilized as a school resource for prevention/mitigation, preparedness, response and recovery planning and training as well as for meeting the requirements for the annual Safety Plan Process under SB 187 and the National Incident Management System.

It is a living document to be updated as necessary to meet site, district and community needs, forms or requirements. **It is *NOT* intended to be a "grab and go" guide in an actual emergency.**

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Chapter

1

SB 187: School Safety Plan

Individual schools in districts over 2,500 students must adopt a comprehensive school safety plan by March 1, 2000, and must review and update the plan every year thereafter. (Amended Ed. Codes 35294.1 & 35294.6)

Beginning July 1, 2000, each individual school must report on the status of its school safety plan, including a description of its key elements in the school accountability report card, and must continue to do so every July thereafter (Amended Ed. Code 35294.6)

The following guideline may be utilized to support the annual review and evaluation of the individual school safety plan. This guide will also provide a time line and related administrative tasks to provide a process to ensure compliance with the requirements of Senate Bill 187, Comprehensive School Safety Plan.

The guideline/checklist has been organized into two parts:

1. An assessment by the School Safety Planning Committee of the School Site Council, the School Site Council or equivalent of the school climate in relation to the current status of school crime committed on campus and at school related functions. Based on this assessment, safety goals will be set for the upcoming school year.

2. The annual review and evaluation of the school comprehensive safety plan which is certified by the members of the School Safety Planning Committee, the School Site Council President, and the school Principal before being presented to the Board of Trustees for final review and adoption. This review includes the following mandated components of Senate Bill 187:

    - Child Abuse reporting procedures
    - Policies pursuant to Education Code 48915(c) and other school-designated serious acts which would lead to suspension, expulsion, or mandatory expulsion recommendations
    - Procedures to notify teachers and counselors of dangerous students
    - Sexual Harassment Policy
    - Safe ingress and egress to and from school

- Rules and procedures on school discipline in order to create a safe and orderly environment conducive to learning
- Dress Code
- Routine and emergency disaster procedures including natural disasters, human created disasters or power outages.

IMPLEMENTATION OF PLAN

The written plan will be distributed and made available to all staff, students, parents, and the community to review in the school library and the main offices.

Chapter

2

School Safety Planning Committee

The school site council is responsible for developing the school site safety plan or for delegating the responsibility to a school safety planning committee. Ed. Code 35294.1

The school site safety committee shall be composed of the following members: the principal or designee, one teacher who is a representative of the recognized certificated employee organization; one parent/guardian whose child attends the school; one classified employee who is a representative of the recognized classified employee organization; other members if desired. (Ed Code 35294.1)

Local law enforcement has been consulted (Ed. Code 39294, 1) other *local agencies, such as health care and emergency services, may be consulted if desired.* (Ed Code 39294.2)

Other members of the school or community may provide valuable insights as members of the School Safety Planning Committee. Additional members may include:

- A representative from the local law enforcement agency
- School Resource Officers
- Guidance Counselor
- Special Education Department Chairperson
- One or more key community service providers
- Student representative(s)
- Disciplinary team member
- Staff leaders
- Additional parent representatives

Renaissance Academy
Safety Plan Signature Page
2022 - 2024

The undersigned members of the Renaissance Academy Safety Planning Committee certify that the requirements for the SB 187 Safety Plan have been met.

Name and Role	Signature
Doug Kleinhenz Principal Representative School Site Council	
Sandra Pinal Parent Representative School Site Council	
Carlos Marquez Parent Representative School Site Council	
Andrea Sumano Parent Representative School Site Council	
Alberto Torres Parent Representative School Site Council	
Margarita Morfin Parent Representative School Site Council	
Sarah Kretovics Other School Staff RepresentativeSchool Site Council	
Andrea Morton Classroom Teacher Representative School Site Council	
Kaithlynn Sarmiento Classroom Teacher Representative School Site Council	
Tamara Bermudes Classroom Teacher Representative School Site Council	
Law Enforcement Representative	

Chapter

3

Annual Safety Goals

The School Safety Planning Committee shall make an assessment of the current status of school crime committed on campus and at school-related functions and of appropriate strategies and programs that will provide or maintain a high level of school safety. (Ed. Code 35924.2)

While the School Safety Planning Committee reviews school, district and community crime data trends such as the California Safe School Assessment, other data can bring value to the discussions. Such data may include:

- Mental Health Data
- State, District or Site Surveys (such as the Youth Risk Behavior Survey)
- Disciplinary Data
- Community Police Data

Data may be more valuable if disaggregated by gender, age, zip code, ethnicity, etc. Current trends should be reviewed as well.

Based on data analysis, the School Safety Planning Committee identifies one or two **safety-related goals for the next school year as well as the strategies and/or programs that will be used to meet those goals**. The objective is to provide meaningful goals in order to improve the campus climate.

The goals are reported, with the Safety Plan, to the Board of Trustees and are shared with the school staff and community.

In order to keep the goals as a safety focus for the school year, it is recommended that at least three brief meetings be held to review data and progress. The progress can be reported to the School Site Council, staff, parent groups and the Board of Trustees.

The year-end assessment should be completed in May and reported.

Renaissance Academy
Safety Plan Annual Goals
2022 - 2024

People and Programs GOAL 1: Increase students' sense of belonging/school connectedness.

Strategies/Action Steps:

- Students will be assigned to an advisor. Students will meet with their advisor on a daily basis.
- Time will be reserved during staff collaboration sessions to discuss methods and strategies for building strong relationships with students. This may include reading and discussing articles and analyzing research related to strong student teacher relationships.
- Provide adult visibility and supervision during the morning, brunch, lunch & after school
- Learner Led conferences for all students twice each school year. A third LLC will be scheduled for students who are at-risk or if it is requested by a student, parent, or staff.
- Facilitate student clubs: after school sports, yearbook, and student council.
- Student awards and recognitions: honor role, peacemaker awards, core value awards. Utilizing the weekly school announcements slide deck to profile the winners.
-

Measure:

- Twice each school year students will take the Panorama school survey. There are four scaled prompts embedded in this survey intended to gauge students' sense of belonging at school:

Prompt	Spring 2021 % favorable n=265	Fall 2021 % favorable n=200
I feel close to people at this school.	50%	60%
I am happy to be at this school.	80%	76%
I feel like I am part of this school.	75%	66%
The teachers at this school treat students fairly.	92%	81%

People and Programs GOAL 2: Increase students' sense of feeling safe at school.

Strategies/Action Steps:

- Community organizations (Alum Rock Counseling Center and Fresh Lifelines for Youth) will facilitate a series of life skills workshops through advisory classes.
- Renaissance staff will engage in community building and restorative justice focused activities.
- Through the cohort and advisory structure, we will work to establish a strong community in which all community members are respectful of one another.
- We will implement a restorative approach to misbehavior, conflict, and discipline related incidents.

Measure:

- Twice each school year students will take the Panorama school survey. There are five scaled prompts embedded in this survey intended to gauge students' sense of feeling safe at school:

Prompt	Spring 2021 % favorable n=265	Fall 2021 % favorable n=200
How safe do you feel when you are at school?	85%	74%
Been pushed, shoved, slapped, hit or kicked by someone who wasn't just kidding around?	83%	80%
Had mean rumors or lies spread about you.	76%	80%
Had sexual jokes, comments, or gestures made to you?	85%	79%
Been made fun of because of your looks or the way you talk?	75%	70%

- (% posted represent favorable responses)

Chapter

4 Policies and Procedures

Mandated Policies and Procedures

The School Safety Planning Committee has reviewed the site safety plan and made necessary updates and revision. The safety plan must include the following components: (Ed Code 35294.2)

- Child abuse reporting consistent with Penal Code 11164.
- Policies pursuant to Educational Code 48915 and other school-designated serious acts which would lead to suspension, expulsion or mandatory expulsion recommendations.
- Procedures to notify teachers and counselors (amended Welfare and Institutions Code 827) of dangerous students pursuant to Education Code 49079.
- A sexual harassment policy pursuant to Education Code 212.6
- Procedures for safe entrance and exit of students, parents/guardians and employees to and from the school
- The rules and procedures on school discipline adopted pursuant to Education Code 35291 and 35291.5 (5411-discipline) in order to create a safe and orderly environment conducive to learning at school.
- If the school has adopted a dress code prohibiting students from wearing "Gang related apparel," the provisions of that dress code.
- Routine and Emergency Disaster Procedures that include:
  - Emergency and Disaster Preparedness Plan
  - Fire Drills
  - Bomb Threats
  - Earthquake Emergency Procedure System
  - Transportation Safety and Emergencies

As the team reviews the following mandated components, critical questions to review include:

- What is the policy or procedure?
- How are staff, students and/or parents notified that this policy exists?
- How are staff, students and/or parents notified relative to a specific incident?
- What staff/student training(s) have been completed?
- What additional trainings are needed?

Child Abuse Reporting

A. Definition of Child Abuse

Child abuse means a physical injury that is inflicted by other than accidental on a child by another person. Child Abuse also means the sexual abuse of a child or any act or omission pertaining to child abuse reporting laws (willful cruelty, unjustifiable punishment of a child, unlawful corporal punishment or injury). Child abuse also means the physical or emotional neglect of a child or abuse in out-of-home care.

1. Child Abuse
    a. Injury inflicted by another person.
    b. Sexual Abuse.
    c. Neglect of child's physical, health, and emotional needs.
    d. Unusual and willful cruelty; unjustifiable punishment.
    e. Unlawful corporal punishment.
2. Not Considered Child Abuse
    a. Mutual affray between minors
    b. Injury caused by reasonable and necessary force used by a peace officer:
        - To quell a disturbance threatening physical injury to a person or damage property
        - To prevent physical injury to another person or damage to property
        - For the purposes of self-defense
        - To obtain possession of weapons or other dangerous objects within the control of a child
        - To apprehend an escapee

B. Mandated Child Abuse Reporting

a. Mandated child abuse reporting is governed by the Child Abuse and Neglect Reporting Act, P.C. 11164.

b. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or observes a child in his or her professional capacity or within the scope of his or her employment whom he or she knows or reasonably suspects has been the victim of child abuse shall report the known or suspected instance of child abuse to a child protective agency by telephone and written report:

The telephone call must be made immediately or as soon as practicably possible by telephone.

AND

A written report must be sent within 36 hours of the telephone call to the child protective agency.

c. Any child care custodian, health practitioner, or employee of a child protective agency who has knowledge of or who reasonably suspects mental suffering has been inflicted on a child or his or her emotional well-being is endangered in any other way, may report such known or suspected instance of child abuse to a child protective agency.

d. When two or more persons who are required to report are present and jointly knowledge of a known or suspected instance of child abuse, and when there is agreement among them, the telephone report may be made by a member of the team selected by mutual agreement and a single report may be made and signed by the selected member of the reporting team. Any member who has knowledge that the member designated to make the report failed to do so, shall thereafter make such a report.

e. The intent and purpose of the law is to protect children from abuse. The definition of a child is any person under 18 years of age.

f. This entire section on Child Abuse was been taken from *California Laws Relating To Minors* manual.

C. Sexual Activity

Child abuse laws change from time to time. Should you suspect that a student is engaged in unlawful sexual activity, please consult with the school social worker and campus officer to determine if particular provisions under this section are current and in effect.

a. Involuntary sexual activity is always reportable.

b. ncest, even if voluntary is always reportable. Incest is a marriage or act of intercourse between parents and children; ancestors and descendants of every degree; brothers and sisters of half and whole blood and uncles and nieces or aunts and nephews. (Family Code § 2200).

c. Voluntary Sexual Activity may or may not be reportable. Even if the behavior is voluntary, there are circumstances where the behavior is abusive, either by Penal Code definition or

because of an exploitative relationship, then this behavior must be reported. If there is reasonable suspicion of sexual abuse prior to the consensual activity, the abuse must be reported.

Reportable Sexual Activity if a Child is 14 Years of Age and:

a. Partner is younger than 14 years old, but there is a disparity in chronological or maturational age or indications of intimidation, coercion or bribery or other indications of an exploitative relationship.

b. Partner is 14 years or older lewd & lascivious acts committed by a partner of any age partner is alleged spouse and over 14 years of age.

Reportable Sexual Activity if the Child is 14 or 15 years and:

a. There is unlawful sexual intercourse with a partner older than 14 but less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship there is unlawful sexual intercourse with a partner older than 21 years

b. There is lewd and lascivious acts committed by a partner more than 10 years older than the child

c. The partner is the alleged spouse and over 21 years of age

Reportable Sexual Activity if the Child is 16 or 17 years and:

a. The partner is less than 14 years of age

b. There is unlawful sexual intercourse with a partner older than 14 and there is evidence of an exploitative relationship

c. The partner is the alleged spouse and there is evidence of an exploitative relationship

Reportable Sexual Activity if the Child is under 18 years:

a. Sodomy, oral copulation, penetration of a genital or anal opening by a foreign object, even if consensual, with a partner of any age.

Not Reportable Sexual Activity:

a. Child is 14 years or younger and partner is younger than 14 years and of similar age or maturational age. Sexual behavior is voluntary and consensual. There are no indications of intimidation, coercion, bribery, or other indications of an exploitative relationship.

b. Unlawful sexual intercourse of a child 14 to 15-years old with a partner older than 14 and less than 21 years of age and there is no indication of abuse or evidence of an exploitative relationship.

c. Unlawful sexual intercourse with a child 16 or 17 years with a partner older than 14 and there is no indication of an exploitative relationship.

Mandated reports of sexual activity must be reported to either the Department of Family & Children's Services (DFCS) or to the appropriate police jurisdiction. This information will then be cross-reported to the other legal agency.

D. Failure to Report Known or Suspected Child Abuse

Failure to report known or reasonable suspicion of child abuse, including sexual abuse, is a misdemeanor. Mandated reporters are provided with immunity from civil or criminal liability as a result of making a mandated report of child abuse.

This information has been taken directly from the Santa Clara County Child Abuse Council Informational Handout.

E. Child Abuse Reporting Number: (408) 299-2071

F. Staff Training

A presentation will be given by the school counselor in August prior to the students returning to school. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Suspension and Expulsion Policies

Grounds for suspension which fall under Education Code 48900

a. Caused, attempted to cause, or threatened to cause physical injury to another person

b. Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other dangerous object unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.

c. Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of any controlled substance.

d. Unlawfully offered, arranged, or negotiated to sell any controlled substance.

e. Committed or attempted to commit robbery or extortion.

f. Caused or attempted to cause damage to school property or private property.

g. Stolen or attempted to steal school or private property.

h. Possessed or used tobacco, or any products containing tobacco or nicotine products, including, but not limited to, cigarettes, cigars, miniature cigars, clove cigarettes, smokeless tobacco, snuff, chew packets, and betel. However, this section does not prohibit use or possession by a pupil of his or her own prescription products.

i. Committed an obscene act or engaged in habitual profanity or vulgarity.

j. Had unlawful possession of, or unlawfully offered, arranged or negotiated to sell any drug paraphernalia.

k. Disrupted school activities or otherwise willfully defied the valid authority supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.

l. Knowingly received stolen school property or private property.

m. Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm as to substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a firearm.

n. Committed or attempted to commit sexual assault.

o. Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

r. Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

A pupil may not be suspended or expelled for any of the acts listed above unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts which are enumerated in this section and related to school activity or attendance that occur at any time, including but not limited to, any of the following:

a. While on school grounds.

b. While going to or coming from school.

c. During the lunch period, whether on or off the campus.

d. During, or in route to and from, a school sponsored activity.

Expulsion Policies under Education Code 48915:

The principal shall recommend the expulsion of a pupil for any of the following committed at school or school activity off school grounds, unless the principal or superintendent finds an expulsion is inappropriate, due to the particular circumstance:

a. Causing serious physical injury to another person, except in self-defense.

b. Possession of any knife, explosive, or other dangerous object of no reasonable use to the pupil.

c. Unlawful possession of any controlled substance, as defined under Ed. Code.

d. Robbery or extortion.

e. Assault or battery on any school employee, as defined in Sections 240 and 242 of the Penal Code.

Mandatory Recommendation for Expulsion

The principal, or superintendent of schools shall immediately suspend, pursuant to Section 48911, and shall recommend expulsion of a pupil that he or she determines has committed any of the following acts at school or at a school activity off school grounds:

a. Possessing, selling, or otherwise furnishing a firearm. This subdivision does not apply to an act of possessing a firearm if the pupil has obtained prior written permission to possess the firearm from a certificated school employee, which is concurred in by the principal or the designee of the principal. This subdivision applies to an act of possessing a firearm only if an employee of a school district verifies the possession.

b. Brandishing a knife at another person.

c. Unlawfully selling a controlled substance as defined by Education Code.

d. Committing or attempting to commit a sexual assault as defined in the Education Code.

F. Staff Training (on expulsions/suspensions)

The Renaissance staff will be provided with training on what student offenses violate Education Code and provide grounds for suspension or expulsion in August of each school year. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Staff Notification of Dangerous Students

A. District Policy

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

DATE: August 2, 2021

TO: Principals
Assistant Principals

FROM: Norma Flores, Director of Student Services

RE: **DISCLOSURE OF STUDENT DISCIPLINARY HISTORY**

Educational Code 49079 requires school districts to notify the teaching staff of "each pupil who has engaged in, or is reasonably suspected to have engaged in, any of the acts enumerated under the Suspension/Expulsion authorization sections."

At each school:

1. An administrator needs to be named the "Suspension List Keeper."
2. Suspension lists, along with the "Juvenile Court Advisories of Possibly Violent Students," shall be maintained by the Suspension List Keeper in a centrally located area in the school office, with limited access to protect the confidentiality of the student and family. The "Juvenile Court Advisories of Possibly Violent Students" needs to be kept in a separate binder from the List of Suspensions.
3. It is necessary to inform your teachers every year that the list of suspended students is available for them to review and the information is provided solely for the benefit of the affected teaching staff member with further dissemination being prohibited. You may wish to inform your teachers through your staff bulletin or during a staff meeting early in the school year that this information will be available throughout the year for their review.
4. At the time a student is suspended, a notice should be placed in his/her teacher's mail box, or an email may be sent to inform the teacher(s). The notice should state the date(s) of the suspension and the name of the administrator to contact for further information.

Keeping teachers fully informed is a legal requirement. However, any information reviewed by a teacher is to be kept confidential and is for the limited purpose for which it is provided.

If you have questions or concerns, please call Norma Flores at ext. 6947

cc: Hilaria Bauer, Ph. D., Superintendent
Rene Sanchez, Assistant Superintendent, Instructional Services
Tereasa Smith, Director, Human Resources

Hilaria Bauer, Ph.D., Superintendent

Board of Trustees: Corina Herrera-Loera, President · Andrés Quintero, Vice-President
Ernesto Bejarano, Clerk · Linda Chavez, Member · Minh Pham, Member

B. Staff Training

The Renaissance staff is provided with updated information regarding students' disciplinary history on an ongoing basis. The Renaissance administration speaks to teachers 1:1 prior to receiving students of this magnitude. Teachers are reassured that the administration is taking the necessary steps to ensure school-wide safety.

CA Codes (edc:48900-48926) EDUCATION CODE
SECTION 48900-48926

48900. A pupil may not be suspended from school or recommended for expulsion unless the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed an act as defined pursuant to one or more of subdivisions (a) to (o), inclusive:

(a) (1) Caused, attempted to cause, or threatened to cause physical injury to another person; or (2) Willfully used force or violence upon the person of another, except in self-defense.
(b) Possessed, sold, or otherwise furnished any firearm, knife, explosive, or other Dangerous object, unless, in the case of possession of any object of this type, the pupil had obtained written permission to possess the item from a certificated school employee, which is concurred in by the principal or the designee of the principal.
(c) Unlawfully possessed, used, sold, or otherwise furnished, or been under the influence of, any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind.
(d) Unlawfully offered, arranged, or negotiated to sell any controlled substance listed in Chapter 2 (commencing with Section 11053) of Division 10 of the Health and Safety Code, an alcoholic beverage, or an intoxicant of any kind, and then either sold, delivered, or otherwise furnished to any person another liquid, substance, or material and represented the liquid, substance, or material as a controlled substance, alcoholic beverage, or intoxicant.
(e) Committed or attempted to commit robbery or extortion.
(f) Caused or attempted to cause damage to school property or private property.
(g) Stolen or attempted to steal school property or private property.
(h) Possessed or used tobacco, or any products as defined in Section 48900(h) of the Education code.
(i) Committed an obscene act or engaged in habitual profanity or vulgarity.
(j) Unlawfully possessed or unlawfully offered, arranged, or negotiated to sell any drug paraphernalia, as defined in Section 11014.5 of the Health and Safety Code.
(k) Disrupted school activities or otherwise willfully defied the valid authority of supervisors, teachers, administrators, school officials, or other school personnel engaged in the performance of their duties.
(l) Knowingly received stolen school property or private property.

(m) Possessed an imitation firearm. As used in this section, "imitation firearm" means a replica of a firearm that is so substantially similar in physical properties to an existing firearm as to lead a reasonable person to conclude that the replica is a Firearm.
(n) Committed or attempted to commit a sexual assault as defined in Section 261, 266c, 286, 288, 288a, or 289 of the Penal Code or committed a sexual battery as defined in Section 243.4 of the Penal Code.

(o) Harassed, threatened, or intimidated a pupil who is a complaining witness or witness in a school disciplinary proceeding for the purpose of either preventing that pupil from being a witness or retaliating against that pupil for being a witness, or both.

(p) A pupil may not be suspended or expelled for any of the acts enumerated unless that act is related to school activity or school attendance occurring within a school under the jurisdiction of the superintendent or principal or occurring within any other school district. A pupil may be suspended or expelled for acts that are enumerated in this section and related to school activity or attendance that occur at any time, including, but not limited to, any of the following:
   (1) While on school grounds.
   (2) While going to or coming from school.
   (3) During the lunch period whether on or off the campus.
   (4) During, or while going to or coming from, a school sponsored activity.

(q) It is the intent of the Legislature that alternatives to suspensions or expulsion be imposed against any pupil who is truant, tardy, or otherwise absent from school activities.

(r) Engaged in an act of bullying, including, but not limited to, bullying committed by means of an electronic act, as defined in subdivisions (f) and (g) of Section 32261, directed specifically toward a pupil or school personnel.

48900.2. In addition to the reasons specified in Section 48900, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has committed sexual harassment as defined in Section 212.5. For the purposes of this chapter, the conduct described in Section 212.5 must be considered by a reasonable person of the same gender as the victim to be sufficiently severe or pervasive to have a negative impact upon the individual's academic performance or to create an intimidating, hostile, or offensive educational environment. This section shall not apply to pupils enrolled in kindergarten and grades 1 through 3, inclusive.

48900.3. In addition to the reasons set forth in Sections 48900 and 48900.2, a pupil in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is Enrolled determines that the pupil has caused, attempted to cause, threatened to cause, or participated in an act of, hate violence, as defined in subdivision (e) of Section 233.

48900.4. In addition to the grounds specified in Sections 48900 and 48900.2, a pupil enrolled in any of grades 4 to 8, inclusive, may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has intentionally engaged in harassment, threats, or intimidation, directed against a pupil or group of pupils, that is sufficiently severe or pervasive to have the actual and reasonably expected effect of materially disrupting class work, creating substantial disorder, and invading the rights of that pupil or group of pupils by creating an intimidating or hostile educational environment.

48900.7. (a) In addition to the reasons specified in Sections 48900, 48900.2, 48900.3, and 48900.4, a pupil may be suspended from school or recommended for expulsion if the superintendent or the principal of the school in which the pupil is enrolled determines that the pupil has made terrorist threats against school officials or school property, or both. (b) For the purposes of this section, "terrorist threat" shall include any statement, whether written or oral, by a person who willfully threatens to commit a crime which will result in death, great bodily injury to another person, or

property damage in excess of one thousand dollars ($1,000), with the specific intent that the statement is to be taken as a threat, even if there is no intent of actually carrying it out, which, on its face and under the circumstances in which it is made, is so unequivocal, unconditional, immediate, and specific as to convey to the person threatened, a gravity of purpose and an immediate prospect of execution of the threat, and thereby causes that person reasonably to be in sustained fear for his or her own safety or for his or her immediate family's safety, or for the protection of school district property, or the personal property of the person threatened or his or her immediate family.

Sexual Harassment Policy

A. Definition

"Sexual Harassment includes 'unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature,' when ***any of four conditions*** are met:

1. Submission to the conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining education;

2. Submission or rejection of the conduct or communication is used as a factor in decisions affecting that person's education;

3. The conduct or communication has either the purpose or effect of 'substantially interfering' with a person's education;

4. The conduct or communication creates an 'intimidating, hostile, or offensive' educational environment."

B. Policy Pertaining to Sexual Harassment

Student Sexual Harassment

The Board of Trustees prohibits the unlawful sexual harassment of any student by any employee, student, or other person in or from the district. The Board expects students or staff to immediately report incidents of sexual harassment to the principal or designee or to another district administrator. Teachers shall discuss this policy with their students in age-appropriate ways and should assure them that they need not endure any form of sexual harassment. Any student who engages in the sexual harassment of anyone in or from the district may be subject to disciplinary action up to and including expulsion. Any employee who permits or engages in sexual harassment may be subject to disciplinary action up to and including dismissal.

Any student who feels that he/she is being harassed should immediately contact the principal or designee at his/her school. If a situation involving sexual harassment is not promptly remedied by the principal or designee, a complaint of harassment can be filed with the district's Title IX Coordinator for students. The district prohibits retaliatory behavior against any complainant or any participant in the complaint process. Each complaint of sexual harassment shall be promptly investigated in a way that respects the privacy of all parties concerned.

Prohibited sexual harassment includes, but is not limited to, unwelcome sexual advances, request for sexual favors, and other verbal, visual, or physical conduct of a sexual nature when:

1. Submission to the conduct is explicitly or implicitly made a term or condition of an individual's employment, academic status, or progress.

2. Submission to or rejection of the conduct by an individual is used as the basis for academic or employment decisions affecting the individual.
3. The conduct had the purpose or effect of having a negative impact on the individual's academic or work performance, or of creating an intimidating, hostile, or offensive educational or work environment.
4. Submission to or rejection of the conduct by the individual is used as the basis for any decision affecting the individual regarding benefits and services, honors, programs, or activities at or through the school. Educ Code 212.5

Other types of conduct which are prohibited in the district and which may constitute sexual harassment include:

1. Unwelcome leering, sexual flirtations, or propositions.
2. Unwelcome sexual slurs, epithets, threats, verbal abuse, derogatory comments or sexually degrading descriptions.
3. Graphic verbal comments about an individual's body, or an overly personal conversation.
4. Sexual jokes, stories, drawings, pictures, or gestures.
5. Spreading sexual rumors.
6. Teasing or sexual remarks about students enrolled in a predominantly single-sex class.
7. Touching an individual's body or clothes in a sexual way.
8. Purposefully limiting a student's access to educational tools and/or instruction.
9. Cornering or blocking of normal movements.
10. Displaying sexually suggestive objects in the educational environment.
11. Any act of retaliation against an individual who reports a violation of the district's sexual harassment policy or who participates in the investigation of a sexual harassment complaint.

Enforcement

The Principal or designee shall take appropriate actions to reinforce the district's sexual harassment policy. These actions may include:

1. Removing vulgar or offending graffiti.
2. Providing staff training and student instruction or counseling.
3. Taking appropriate disciplinary action as needed.

Legal Reference

Civil Code 1714.1, Education Code 200-240, 212.5, 212.6, 230, 48904, 48980, United States Code, Title 42, 2000d & 2000e et seq. Title IX, 1972 Education Act Amendments, Franklin vs. Gwinnet County Schools (1992) 112 S. Ct. 1028, Board Policy 5145.7

Notifications

A copy of the district's sexual harassment policy shall:

1. Be included in the notifications that are sent to parents/guardians at the beginning of each school year. Educ Code 48980
2. Appear in any school or district publication that sets forth the school or district's comprehensive rules, regulations, procedures, and standards of conduct. Educ Code 212.5

C. Staff Training

Sexual harassment staff training is offered as a virtual and asynchronous training is to be completed by February 15 of each school year. Staff are provided with extended duty pay or staff meeting time to complete this training. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Procedures for Safe Ingress and Egress

Beyond planning for daily ingress/egress routes and emergency evacuation routes, schools must plan for assisting students, staff and visitors with disabilities. Under the Americans with Disabilities Act of 1990, individuals who are deaf/hard of hearing, blind/partially sighted, mobility impaired and/or cognitively/emotionally impaired must be assisted.

A. Schools must include information in their plan for:

- Renaissance has identified the population of people with disabilities on campus. The Fischer/Renaissance site houses a Santa Clara County Severely Disabled program.
- All Renaissance staff and students with special needs have the appropriate equipment for school.
- The staff has been made aware of how to assist staff and students with disabilities.
- The SJPD school liaison officer assists Renaissance in coordinating with emergency response personnel when needed.

B. Planning

It is recommended that schools identify the location of potential evacuation sites based on the potential circumstances that may cause movement/relocation of the school population in the event of an emergency.

On-Campus Evacuation/Assembly Location

Review your school site layout and determine where the safest outdoor location is on campus to assemble your students and staff.

Off-Campus Evacuation/Assembly Location

Determine if there is a facility close to your school that can potentially house your staff and student body.

Prior to an event:

a. Identify off-campus evacuation site(s).

b. Establish a memorandum of agreement with the evacuation site(s).

Provide the addresses of at least two off-campus locations that have agreed to provide an assembly area for your school population.

Primary Off-Site Evacuation/Assembly Location

Organization	William C. Overfelt High School
Address	1835 Cunningham Avenue San Jose, CA 95122
Contact	Vito Chiala, Principal
Phone Number	(408) 347-5900 chialav@esuhsd.org
Date of Agreement	December 2008; Reaffirmed on April 5, 2022

Secondary Off-Site Evacuation/Assembly Location

Organization	Hillview Park
Address	2255 Ocala Ave San Jose, CA 95122
Contact	Dan Greeley
Phone Number	(408)794-7275 dan.greeley@sanjoseca.gov
Date of Agreement	December 2008; Reaffirmed on April 5, 2022

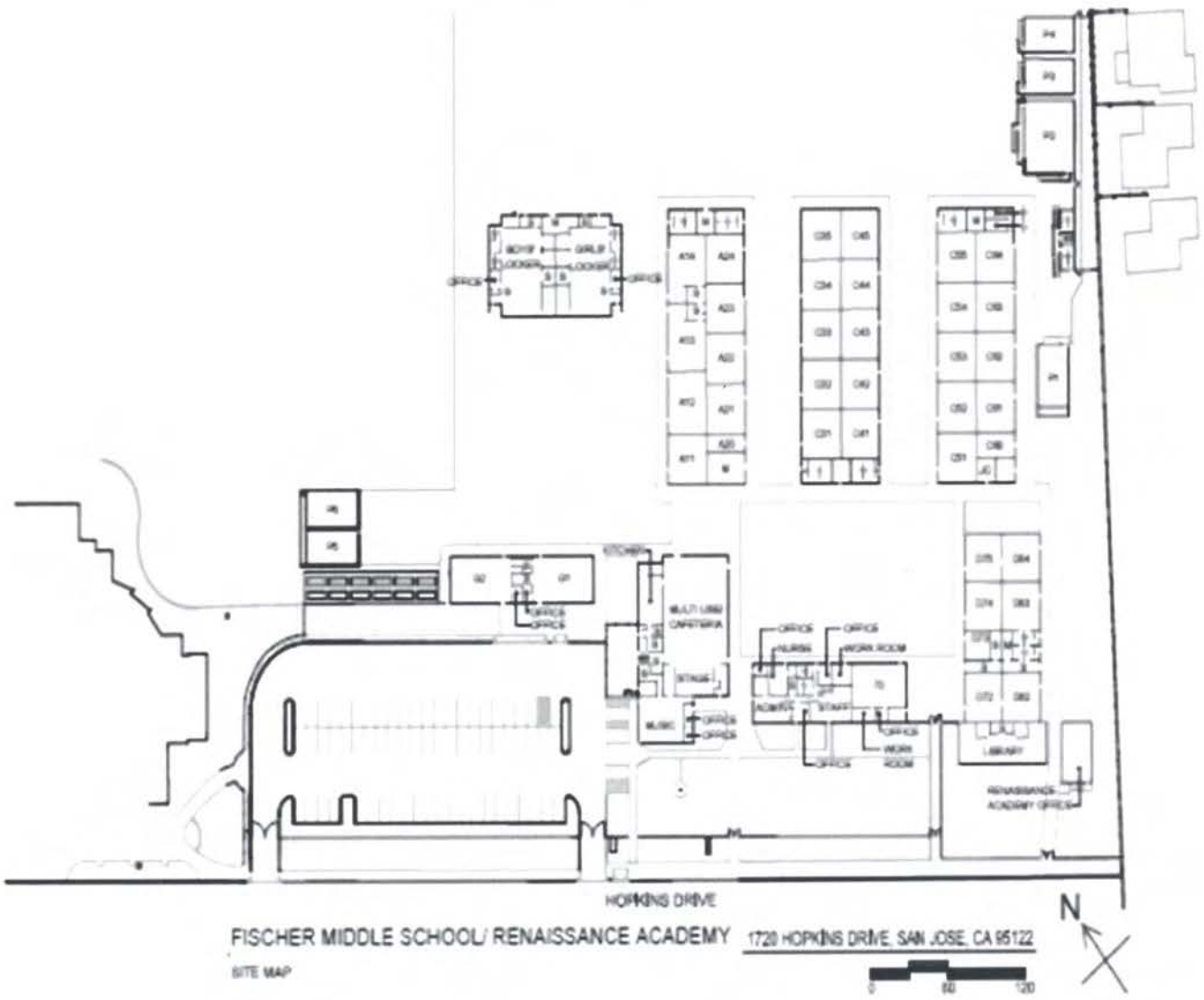
In the event of an airborne chemical or biological release, it is safest for students and staff to remain indoors at the school site.

Follow the "Shelter-in-Place" procedures.

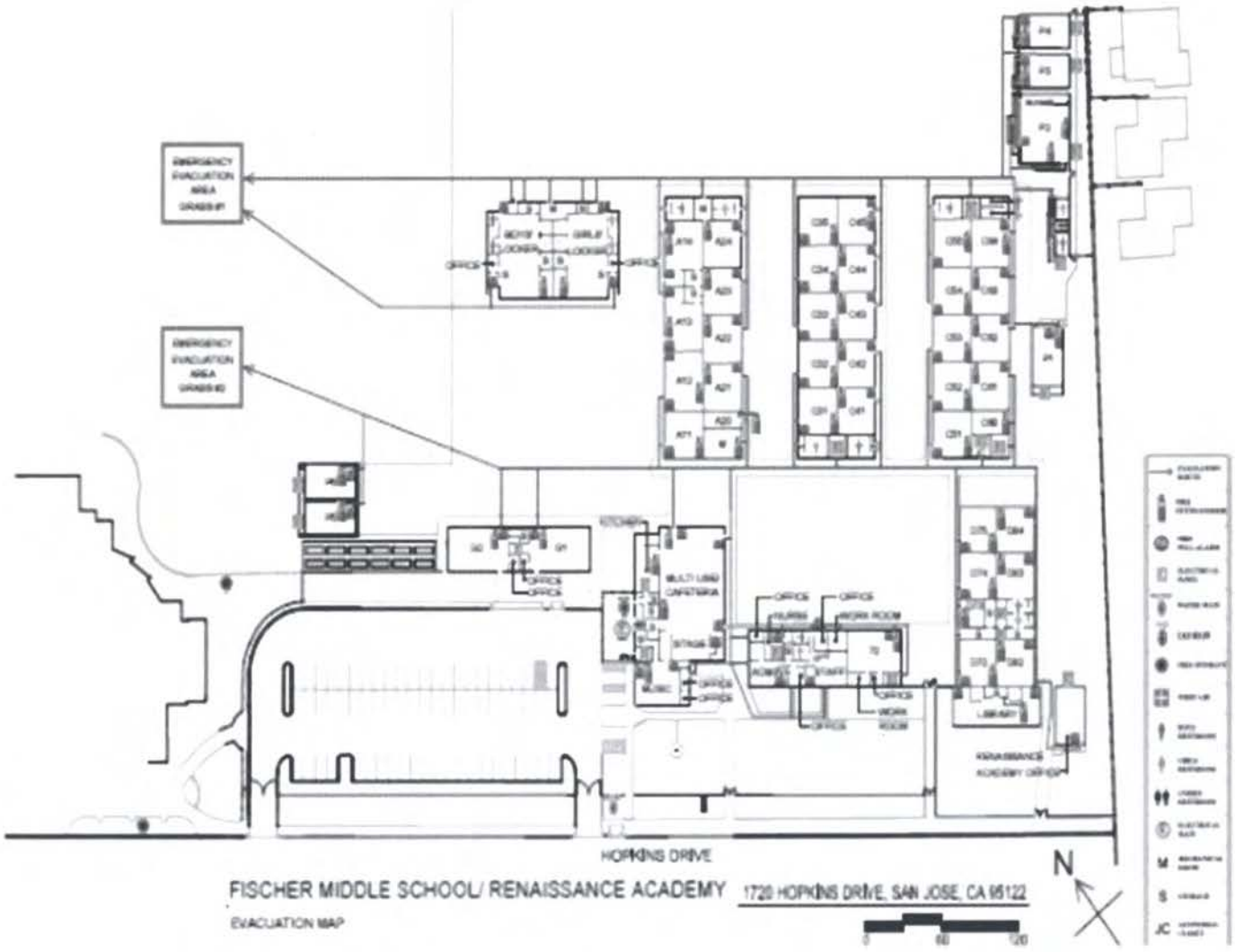
C. Staff Training

Ingress/egress staff training will be held in August of each school year and will be facilitated by the Renaissance administrator. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Daily Ingress/Egress Routes



Emergency Evacuation Routes



School Discipline

A. Statement of Rules and Procedures on School Discipline

Education Code 44807:

"Every teacher in the public schools shall hold Pupils to a strict account for their conduct on the way to and from school, on the playgrounds, or during recess. A teacher, vice principal, principal, or any other certificated employee of a school district, shall not be subject to criminal prosecution or criminal penalties for the exercise, during the performance of his duties, of the same degree of physical control over a pupil that a parent would be legally privileged to exercise but which in no event shall exceed the amount of physical control reasonably necessary to maintain order, protect property, or protect the health and safety of pupils, or to maintain proper and appropriate conditions conducive to learning."

B. Notification to Students and Parents

Education Code 35291:

a. Parents and students shall be notified of the District and school site rules pertaining to student discipline at the beginning of the first semester, and at the time of enrollment for students who enroll thereafter.

b. The discipline policy shall be reviewed annually with input from the Discipline Team, site administrators, campus security, staff, students, and parents.

C. Discipline Policy

Discipline Policy

Attention Signal:
1. Raised hand

Because these actions endanger the safety of our community, there will be:
1. Respect for all adults. Defiance, talking back, or ignoring adult instructions will not be tolerated.

2. Respect for all federal, state, and district laws and policies.
   a. Possession or use of controlled substances, paraphernalia, or weapons will result in an automatic suspension and possible expulsion.
   b. Theft, vandalism, and misuse or abuse of school resources (including online resources) may result in suspension or expulsion.

3. Respect for the safety of all community members. Regardless of intent, fighting, bullying (in-person, online, etc), intimidating, threatening, hazing, signifying gang affiliation, or engaging in activities that will harm others may result in suspension or expulsion.

Because these actions disrupt the educational process, there will be:

1. NO gum on campus without staff permission.
2. NO food or drink other than water in the classroom without staff permission.
3. NO music players, cell phones, digital cameras, electronic games, etc. used on campus without staff permission. **Restricted items brought on campus will be confiscated.**
4. NO deviation from the standard uniform.
   a. No red, no blue – including shoes, laces, belts, backpacks, hair accessories, etc.
5. NO inappropriate language.

You will conduct yourself in a manner befitting a Renaissance student.

1. You will engage only in conversation that uplifts the community.
2. You will carry yourself in a composed manner befitting someone pursuing excellence.
3. You will think about how your actions will affect others in the community.
4. You will act with integrity.

Cheating

1. Students will not give unauthorized aid on exams.
2. Students will not solicit or accept unauthorized aid on exams.
3. Students will not hand copy or photocopy other students' assignments or notebook pages.
4. Cheating will result in loss of points for the assignment or exam and detention or suspension.

Classroom

1. The teacher is the final authority in the classroom.
2. The principal is the final authority regarding office referrals and consequences.
3. All school rules apply anytime and anywhere on the Renaissance campus.
4. Classroom rules will be established by specific instructors.

Counselor Visit

Teachers must send an explanation for why the student is being sent.

Office Visit (Students should expect to be suspended)

Teachers must send an explanation for why the student is being sent.

State and Board Policy

- Unlawfully possessing, offering, arranging or negotiating to sell any drug paraphernalia or possessing, using, being under the influence of, selling, offering, arranging, or negotiating to sell any controlled substance, alcoholic beverage, tobacco, or intoxicant of any kind, or imitative product, at or near the school or a school function, and then selling, delivering, or otherwise furnishing to any person another liquid, substance or material in lieu of the controlled substance, alcoholic beverage, or intoxicant is strictly prohibited. Violators shall be subject to arrest, and suspension and/or expulsion from school. (Board Policy #408)

- Borrowing or exchanging money, selling gum, candy or other objects at school is not allowed BY STATE LAW. Items for sale will be confiscated and parents notified. Gambling or gaming of any kind is illegal and will not be permitted at school. Students are reminded to bring a minimum amount of money to school. The school is not responsible for lost money.

Due Process Rights (Education Code 48900)

- All Renaissance Academy staff members will treat all students in a fair, equitable, and consistent manner.
- All students are assured due process.
- Each teacher will inform all students of classroom rules.
- All students will be allowed to present his/her version of the facts to the principal or designee, unless the situation is an emergency.
- All students and parents may have a conference with school staff.

Social Probation

Students with excessive tardies, cuts, behavior problems, or book fines will be placed on social probation, and may not be allowed to participate in school functions such as dances and extra-curricular activities until they are removed from the social probation list.

Intra-District Transfer

Because Renaissance is a school of choice all students who are enrolled at Renaissance have sought and been approved admission through the completion of the Alum Rock Union School District Intra-District Transfer form. In accordance with the details outlined in this document students are expected to demonstrate satisfactory conduct. Students who repeatedly demonstrate unsatisfactory conduct are at risk of their intra-district transfer agreement being terminated and having to return to their home-boundary school.

D. Staff Training

The Renaissance Academy school discipline policy will be discussed in the staff meeting on in August of each school year. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Dress Code

2021-2022 Renaissance Student Dress Code

In compliance with Education Code 35183 and 35294.1, Renaissance Academy has established a positive dress code, which, by law, is not a protected form of speech.

Renaissance Academy is a uniformed school.

- Clothing must be white, gray, green, black, or khaki.
- Clothing/accessories may not display offensive, gang-related, drug/alcohol-related, or violence-related content.
- No red (this includes shades of red: maroon, crimson, etc.)
- No blue (this includes shades of blue: teal, cerulean, etc.)

- Tops:
  - Renaissance and ARUSD logo shirts and sweatshirts are acceptable in the colors offered.
  - Shirt tails may not fall past the student's finger tips.
  - Shirt tails may not be above the student's waist (midriffs must be covered).
  - Top must cover the student's shoulders.
  - Top may not be low cut.

- Bottoms:
  - Bottoms should cover all skin above the student's fingertips.
  - No sagging; belt ends must be tucked into belt loops.

- Accessories: shoes, laces, belts, head/hair wear, backpacks
  - No red or blue accessories.
  - Caps/beanies must be worn facing forward and must be removed indoors.
  - Sunglasses may only be worn outside.

- Footwear:
  - Significant red/blue fabric, laces, or designs are not allowed.
  - Shoes that present a safety hazard are not permitted (i.e. heelies).
  - Closed-toe shoes must be worn at all times.

- Professional Dress:
  - Permitted any day of the school year. Professional dress is what one would expect to see in a business environment (i.e. bank, law firm, or newsroom).
  - Includes wearing nice pants/slacks (no jeans), a button-up collar shirt (tucked in), a tie, a sweater, a blazer, a modest blouse, a knee length skirt or dress.

- Physical Education Clothing:
  - Shorts or sweatpants, t-shirt or sweatshirt, athletic shoes and socks.
  - PE clothes cannot be worn outside of PE class.

- Free Dress:

- On occasion, students will have the opportunity to earn and wear "free dress." Non-uniform or "Free Dress Days":
    - Students must be wearing a "free dress pass" that is visible at all times.
    - Tops permitted with free dress
        - Additional colors
        - Logos and designs
    - Bottoms permitted with free dress
        - Additional colors
        - Logos and designs
        - Jeans and sweatpants
    - All other dress code regulations still apply to free dress

Consequences: Students who fail to comply with the dress code will be subject to the following.

- Phone call to parent, requiring the parent bring the proper uniform attire.
- Inappropriate clothing or accessories will be confiscated; parent required to pick the item up.
- Lunch detention
- Student privileges (i.e. field trips, field days, etc.) can be revoked.

B. Staff Training

Renaissance staff will review the dress code in August of each school year. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Alum Rock Union ESD
Board Policy Overview
Board Policy
Bullying

BP 5131.2
Students

The Board of Trustees recognizes the harmful effects of bullying on student learning and school attendance and desires to provide safe school environments that protect students from physical and emotional harm. District employees shall establish student safety as a high priority and shall not tolerate bullying of any student.

No student or group of students shall, through physical, written, verbal, or other means, harass, sexually harass, threaten, intimidate, cyberbully, cause bodily injury to, or commit hate violence against any other student or school personnel.

Cyberbullying includes the transmission of harassing communications, direct threats, or other harmful texts, sounds, or images on the Internet, social media, or other technologies using a telephone, computer, or any wireless communication device. Cyberbullying also includes breaking into another person's electronic account and assuming that person's identity in order to damage that person's reputation.

Strategies for bullying prevention and intervention shall be developed with involvement of key stakeholders in accordance with law, Board policy, and administrative regulation governing the development of comprehensive safety plans and shall be incorporated into such plans.

Bullying Prevention

To the extent possible, district and school strategies shall focus on prevention of bullying by establishing clear rules for student conduct and strategies to establish a positive, collaborative school climate. Students shall be informed, through student handbooks and other appropriate means, of district and school rules related to bullying, mechanisms available for reporting incidents or threats, and the consequences for perpetrators of bullying.

The district may provide students with instruction, in the classroom or other educational settings, that promotes effective communication and conflict resolution skills, social skills, character/values education, respect for cultural and individual differences, self-esteem development, assertiveness skills, and appropriate online behavior.

School staff shall receive related professional development, including information about early warning signs of harassing/intimidating behaviors and effective prevention and intervention strategies.
Based on an assessment of bullying incidents at school, the Superintendent or designee may increase supervision and security in areas where bullying most often occurs, such as classrooms, playgrounds, hallways, restrooms, cafeterias.

Intervention

Students are encouraged to notify school staff when they are being bullied or suspect that another student is being victimized. In addition, the Superintendent or designee shall develop means for students to report threats or incidents confidentially and anonymously.

School staff who witness bullying shall immediately intervene to stop the incident when it is safe to do so. (Education Code 234.1)

As appropriate, the Superintendent or designee shall notify the parents/guardians of victims and perpetrators. He/she also may involve school counselors, mental health counselors, and/or law enforcement.

Complaints and Investigation

Students may submit to a teacher or administrator a verbal or written complaint of conduct they consider to be bullying. Complaints of bullying shall be investigated and resolved in accordance with site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

When a student is reported to be engaging in bullying off campus, the Superintendent or designee shall investigate and document the activity and shall identify specific facts or circumstances that explain the impact or potential impact on school activity, school attendance, or the targeted student's educational performance.

When the circumstances involve cyberbullying, individuals with information about the activity shall be encouraged to save and print any electronic or digital messages sent to them that they feel constitute cyberbullying and to notify a teacher, the principal, or other employee so that the matter may be investigated.

If the student is using a social networking site or service that has terms of use that prohibit posting of harmful material, the Superintendent or designee also may file a complaint with the Internet site or service to have the material removed.

Discipline

Any student who engages in bullying on school premises, or off campus in a manner that causes or is likely to cause a substantial disruption of a school activity or school attendance, shall be subject to discipline, which may include suspension or expulsion, in accordance with district policies and regulations.

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
adopted: July 2, 2013 San Jose, California

Alum Rock Union ESD
Board Policy Overview
Board Policy
Nondiscrimination/Harassment

BP 5145.3
Students

The Board of Trustees desires to provide a safe school environment that allows all students equal access and opportunities in the district's academic and other educational support programs, services, and activities. The Board prohibits, at any district school or school activity, unlawful discrimination, harassment, intimidation, and bullying of any student based on the student's actual race, color, ancestry, national origin, ethnic group identification, age, religion, marital or parental status, physical or mental disability, sex, sexual orientation, gender, gender identity, or gender expression; the perception of one or more of such characteristics; or association with a person or group with one or more of these actual or perceived characteristics.

Prohibited discrimination, harassment, intimidation, or bullying includes physical, verbal, nonverbal, or written conduct based on one of the categories listed above that is so severe and pervasive that it affects a student's ability to participate in or benefit from an educational program or activity; creates an intimidating, threatening, hostile, or offensive educational environment; has the effect of substantially or unreasonably interfering with a student's academic performance; or otherwise adversely affects a student's educational opportunities.

The Board also prohibits any form of retaliation against any student who files a complaint or report regarding an incident of discrimination, harassment, intimidation, or bullying.

The Superintendent or designee shall provide age-appropriate training and information to students, parents/guardians, and employees regarding discrimination, harassment, intimidation, and bullying, including, but not limited to, the district's nondiscrimination policy, what constitutes prohibited behavior, how to report incidents, and to whom such reports should be made.

In providing instruction, guidance, supervision, or other services to district students, employees and volunteers shall carefully guard against segregating or stereotyping students.

The principal or designee shall develop a plan to provide students with appropriate accommodations when necessary for their protection from threatened or potentially harassing or discriminatory behavior.

Students who engage in discrimination, harassment, intimidation, bullying, or retaliation in violation of law, Board policy, or administrative regulation shall be subject to appropriate discipline, up to and including counseling, suspension, and/or expulsion. Any employee who permits or engages in prohibited discrimination, harassment, intimidation, bullying, or retaliation shall be subject to disciplinary action, up to and including dismissal.

Grievance Procedures

The following position is designated Coordinator for Nondiscrimination to handle complaints regarding discrimination, harassment, intimidation, or bullying, and to answer inquiries regarding the district's nondiscrimination policies:

Site Administrator
2930 Gay Avenue
San Jose, CA 95127
408-928-6824

Any student who feels that he/she has been subjected to discrimination, harassment, intimidation, or bullying should immediately contact the Coordinator, the principal, or any other staff member. In addition, any student who observes any such incident should report the incident to the Coordinator or principal, whether or not the victim files a complaint.

Any school employee who observes an incident of discrimination, harassment, intimidation, or bullying shall report the incident to the Coordinator or principal, whether or not the victim files a complaint.

In addition, the employee shall immediately intervene when safe to do so. (Education Code 234.1)

Upon receiving a complaint of discrimination, harassment, intimidation, or bullying, the Coordinator shall immediately investigate the complaint in accordance with the site-level grievance procedures specified in AR 5145.7 - Sexual Harassment.

Within 30 days of receiving the district's report, the complainant may appeal to the Board if he/she disagrees with the resolution of the complaint. The Board shall make a decision at its next regular meeting and its decision shall be final.

The Superintendent or designee shall ensure that the student handbook clearly describes the district's nondiscrimination policy, procedures for filing a complaint regarding discrimination, harassment, intimidation, or bullying, and the resources that are available to students who feel that they have been the victim of any such behavior. The district's policy shall also be posted on the district web site or any other location that is easily accessible to students.

When required pursuant to Education Code 48985, complaint forms shall be translated into the student's primary language.

Policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
adopted: July 2, 2013 San Jose, California

Alum Rock Union ESD
Board Overview Policy
Board Policy
Hate-Motivated Behavior

BP 5145.9
Students

In order to create a safe learning environment for all students, the Board of Trustees desires to protect the right of every student to be free from hate-motivated behavior and will promote harmonious relationships among students so as to enable them to gain a true understanding of the civil rights and social responsibilities of people in society. The district prohibits discriminatory behavior or statements that degrade an individual on the basis of his/her actual or perceived race, ethnicity, culture, heritage, gender, sex, sexual orientation, physical/mental attributes, or religious beliefs or practices.

The Superintendent or designee shall collaborate with regional programs and community organizations to promote safe environments for youth. These efforts shall be focused on providing an efficient use of district and community resources.

The district shall provide age-appropriate instruction to help promote an understanding of and respect for human rights, diversity, and tolerance in a multicultural society and to provide strategies to manage conflicts constructively.

The Superintendent or designee shall ensure that staff receive training on recognizing hate-motivated behavior and on strategies to help respond appropriately to such behavior.

Grievance Procedures

Any student who believes he/she is a victim of hate-motivated behavior shall immediately contact the Coordinator for Nondiscrimination/Principal. Upon receiving such a complaint, the Coordinator/Principal shall immediately investigate the complaint in accordance with school-level complaint process/grievance procedures as described in AR 5145.7 - Sexual Harassment. A student who has been found to have demonstrated hate-motivated behavior shall be subject to discipline in accordance with law, Board policy, and administrative regulation.

Staff who receive notice of hate-motivated behavior or personally observe such behavior shall notify the Coordinator/Principal, Superintendent or designee, and/or law enforcement, as appropriate.

As necessary, the district shall provide counseling, guidance, and support to students who are victims of hate-motivated behavior and to students who exhibit such behavior.

policy ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
adopted: July 2, 2013 San Jose, California

Chapter

5

Routine and Emergency Disaster Procedures: Drills

Earthquake Drills

The earthquake emergency procedure system shall, but not be limited to, all of the following:

A school building disaster plan, ready for implementation at any time, for maintaining the safety and care of students and staffs.

A drop procedure. As used in this article, "drop procedure" means an activity whereby each student and staff member takes cover under a table or desk, dropping to his or her knees, with the head protected by the arms, and the back to the windows. A drop procedure practice shall be held at least once each school quarter in elementary schools and at least once a semester in secondary schools.

Protective measures to be taken before, during, and following an earthquake.
A program to ensure that the students and that both the certificated and classified staff are aware of, and properly trained in, the earthquake emergency procedure system.
(Code of Regulations, Section 35297)

Whenever an earthquake alarm is sounded, all students, teachers and other employees shall immediately begin Duck, Cover and Hold procedures:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.
- Stay in this position for at least one minute or, in a real situation, until shaking stops.

Evacuation. An Evacuation should NEVER be automatic. There may be more danger outside the building than there is inside. If administrative directions are not forthcoming, the teacher will be responsible for assessing the situation and determining if an evacuation is required.

Pre-determined evacuation areas should be in open areas, without overhead hazards and removed from potential danger spots (covered walkways, large gas mains, chain linked fences [electric shock potential]).

Make it clear that a post-earthquake route differs from a fire evacuation route, and that appropriate non hazardous alternate routes may be needed.

Practice evacuation using alternate routes to the assembly areas.

Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/first responders.

The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Earthquake Drill:

The Earthquake Alarm can be heard by all staff and students.

Immediately after the earthquake alarm sounds, all students, teachers and other employees shall:

- DUCK, or DROP down on the floor.
- Take COVER under a sturdy desk, table or other furniture with backs to the windows. Protect head and neck with arms.
- HOLD onto the furniture and be prepared to move with it.

Evacuations shall occur when directed over the loud speaker by the Principal/designee. When evacuations are included as part of the drill, appropriate non hazardous alternate routes, avoiding building overhangs, electrical wires, large trees, covered walkways, etc, shall be utilized by staff and students in order to reach the designated evacuation areas.

Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.

Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Fire Drills

Principals shall hold fire drills at least once a month in all elementary schools and four (4) times per year in all middle schools.

(Code of Regulations, Title 5, Section 550)

1. Whenever the fire alarm is given, all students, teachers and other employees shall quickly leave the building in an orderly manner. Teachers shall ascertain that no student remains in the building.
2. Designated evacuation routes shall be posted in each room. Teachers shall be prepared to select alternate exits and direct their classes to these exits in the event the designated evacuation route is blocked.
3. Evacuation areas will be established away from fire lanes.
4. Students are to remain with their teacher in the evacuation area. Teachers shall take their roll books, take roll once in the evacuation area and be prepared to identify missing students to administrators and/or fire marshals/designees.
5. The principal or designee shall keep a copy of each drill conducted on the Emergency Drill Report form and file a copy with Student Services in January and June of each year.

Standards for a Successful Fire Drill:

1. The Fire Alarm can be heard by all staff and students.
2. Orderly evacuation begins immediately and is completed within **5** minutes of the initial alarm, with minimal congestion at exit gates.
3. Teachers and students are staged in an orderly fashion away from fire lanes.
4. Teachers have taken roll once in the evacuation area. Any missing students are immediately reported to the Principal/designee.
5. Upon sounding of the all clear students and staff return to their appropriate classroom and the teacher takes roll once more. Missing students are reported to the attendance office.

Lockdown Drills

For sites that have had Lockdown Training™, conducting a Lockdown Drill initially involves more pre-planning and organization than conducting other drills. Middle schools should conduct an annual drill, which should take no longer than 40 minutes and impact class time by 20 minutes. Elementary schools should conduct drills every other year (or annually, if the local police department has the resources to support the drills). Drills need to be scheduled with your School Resource or Liaison Officers and Student Services.

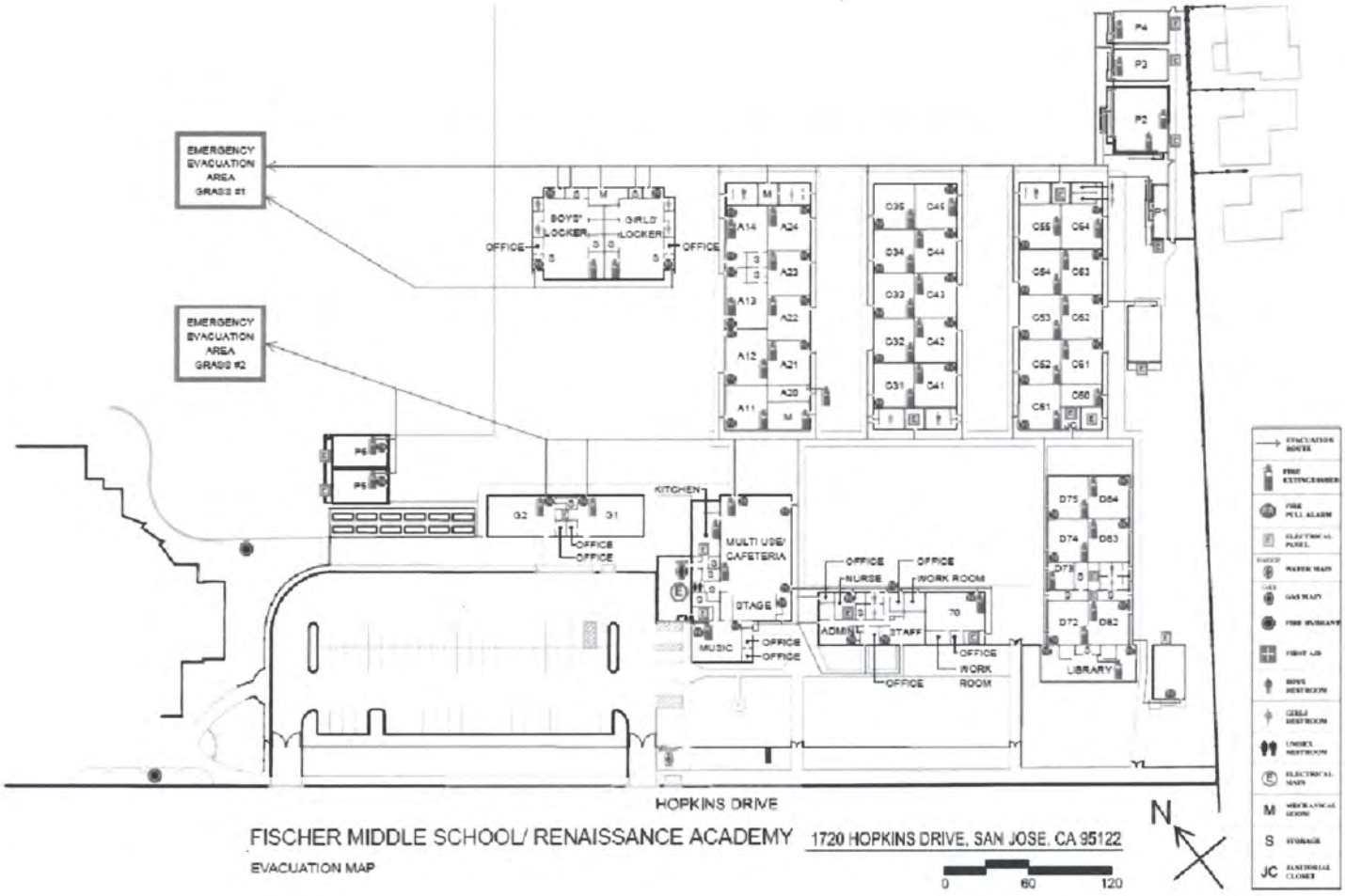
There are a number of steps that are recommended in the Lockdown Training in order to successfully conduct your drill. They involve:

1. Conduct a staff meeting. Plan on a 40 minute timeframe to review expectations and standards in terms of:
    a. Locking doors
    b. Covering windows
    c. Turning off lights
    d. Building barricades
    e. Reviewing classroom and all clear procedures
    f. Reviewing off site evacuation locations.
2. Send a follow-up reminder memo to your staff
3. Organize your assessment team. This also provides an excellent opportunity for your Critical Response Team to work together with police participants in the drill.
4. Conduct the assessment.
5. Complete follow-up tasks.

Remember, you are setting the tone for the importance of safety for students and staff on your campus.

Staff Training: Renaissance staff will be trained by March 15 of each school year. In addition, teachers have access to this information in the Safety Folder in their ARUSD Google Drive account.

Renaissance Academy Fischer CODE RED MAP



Lockdown Drill Assessment Sheet

Team Member _____ Building _____

Room	Door Barricade	Windows Covered	Lights	Interior Barricade	Teacher/Students behind Barricade	PE at Gates	All Clear Code	Evacuation Yes / No

Chapter

6

Routine and Emergency Disaster Procedures: Overview

The Basic Plan

The Basic Plan addresses the responsibilities in emergencies associated with natural disasters, human-caused emergencies and technological incidents. It provides a framework for coordination of response and recovery efforts within the District in coordination and with local, State, and Federal agencies. The Plan establishes an emergency organization to direct and control operations at all sites during a period of emergency by assigning responsibilities to specific personnel. The Basic Plan:

- Conforms to the Federally mandated National Incident Management System (NIMS), State mandated Standardized Emergency Management System (SEMS) and effectively restructures emergency response at all levels in compliance with the Incident Command System (ICS).
- Establishes response policies and procedures, providing clear guidance for planning purposes.
- Describes and details procedural steps necessary to protect lives and property.
- Outlines coordination requirements.
- Provides a basis for unified training and response exercises to ensure compliance.

Requirements

The Plan meets the requirements of Santa Clara County's policies on Emergency Response and Planning, the Standardized Emergency Management System (SEMS) Operational Area Response, and defines the primary and support roles of the District and individual schools in after-incident damage assessment and reporting requirements.

Objectives

- Protect the safety and welfare of students, employees and staff.
- Provide for a safe and coordinated response to emergencies.
- Protect the District's facilities and properties.
- Enable the District to restore normal conditions with minimal confusion in the shortest time possible.
- Provide for interface and coordination between sites and the District Emergency Operations Center (EOC).
- Provide for interface and coordination between sites and the County or city EOC in which they reside.
- Provide for the orderly conversion of pre-designated District sites to American Red Cross shelters, when necessary.

Schools are required by both federal statute and state regulation to be available for shelters following a disaster. The American Red Cross (ARC) has access to schools in damaged areas to set up their mass care facilities, and local governments have a right to use schools for the same purpose. This requires close cooperation between school officials and ARC or local government representatives, and should be planned and arranged in advance.

Authorities and References

State of California

California Emergency Services Act (Chapter 7, Division 1, Title 2, California Government Code).

The Act provides the basic authorities for conducting emergency operations following a proclamation of Local Emergency, State of Emergency, or State of War Emergency by the Governor and/or appropriate local authorities, consistent with the provisions of this Act.

California Government Code, Section 3100, Title 1, Division 4, Chapter 4.

States that public employees are disaster service workers, subject to such disaster service activities as may be assigned to them by their superiors or by law. The term "public employees" includes all persons employed by the state or any county, city, city and county, state agency or public district, excluding aliens legally employed.

The law applies to public school employees in the following cases:

- When a local emergency is proclaimed.
- When a state of emergency is proclaimed.
- When a federal disaster declaration is made.

The law has two ramifications for School District employees:

1. It is likely that public school employees are pressed into service as Disaster Service Workers by their superiors, and may be asked to do jobs other than their usual duties for periods exceeding their normal working hours.
2. When pressed into disaster service, employees' Workers' Compensation Coverage becomes the responsibility of state government (OES), but their overtime pay is paid by the school district. These circumstances apply only when a local or state emergency is declared.

States that (the Governor's Office of Emergency Services has stated) inadequately trained school staff render school officials potentially liable for acts committed or omitted by school staff acting within the scope of their training during or after a disaster. (Sub Sections 835-840.6).

It requires that school districts be prepared to respond to emergencies using SEMS. (Section 8607, the Petris Bill).

California Civil Code, Chapter 9, Section 1799.102

It provides for "Good Samaritan Liability" for those providing emergency care at the scene of an emergency. ("No person, who, in good faith and not for compensation, renders emergency care at the scene of an emergency, shall be liable for any civil damages resulting from any act or omission. The scene of an emergency shall not include emergency departments and other places where medical care is usually offered.")

California Education Code, Sections 35295-35297 (The Katz Act), Section 40041, 40042.

Requires that a school site disaster plan outline roles, responsibilities, and procedures for students and staff. It also requires that the school site emergency management organizational structure comply with SEMS, Title 19 Section 2400, and be ready for implementation at all times.

California Emergency Plan

Promulgated by the Governor, and published in accordance with the California Emergency Services Act, it provides overall statewide authorities and responsibilities, and describes the functions and operations of government at all levels during extraordinary emergencies, including wartime. Section 8568 of the Act states, in part, that "...the State Emergency Plan shall be in effect in each political subdivision of the state, and the governing body of each political subdivision shall take such action as may be necessary to carry out the provisions thereof." Therefore, local emergency plans are considered extensions of the California Emergency Plan.

Definitions: Incidents, Emergencies, Disasters

Incident

An *incident* is an occurrence or event, either human-caused or caused by natural phenomena, that requires action by emergency response personnel to prevent or minimize loss of life or damage to property and/or natural resources.

Incidents may result in extreme peril to the safety of persons and property and may lead to, or create conditions of disaster. Incidents may also be rapidly mitigated without loss or damage. Although they may not meet disaster level definition, larger incidents may call for managers to proclaim a "Local Emergency".

Incidents are usually a single event that may be small or large. They occur in a defined geographical area and require local resources or, sometimes, mutual aid. There is usually one to a few agencies involved in dealing with an ordinary threat to life and property and to a limited population. Usually a local emergency is not declared and the jurisdictional EOC is not activated. Incidents are usually of

short duration, measured in hours or, at most, a few days. Primary command decisions are made at the scene along with strategy, tactics, and resource management decisions

Emergency

The term *emergency* is used in several ways. It is a condition of disaster or of extreme peril to the safety of persons and property. In this context, an emergency and an incident could mean the same thing, although an emergency could have more than one incident associated with it.

Emergency is also used in Standardized Emergency Management System (SEMS) terminology to describe agencies or facilities, e.g., Emergency Response Agency, Emergency Operations Center, etc.

Emergency also defines a conditional state such as a proclamation of "Local Emergency". The California Emergency Services Act, of which SEMS is a part, describes three states of emergency:

- State of War Emergency
- State of Emergency
- State of Local Emergency

Disaster

A *disaster* is defined as a sudden calamitous emergency event bringing great damage, loss, or destruction. Disasters may occur with little or no advance warning, e.g., an earthquake or a flash flood, or they may develop from one or more incidents, e.g., a major wildfire or hazardous materials discharge.

Disasters are either single or multiple events that have many separate incidents associated with them. The resource demand goes beyond local capabilities and extensive mutual aid and support are needed. There are many agencies and jurisdictions involved including multiple layers of government. There is usually an extraordinary threat to life and property affecting a generally widespread population and geographical area. A disaster's effects last over a substantial period of time (days to weeks) and local government will proclaim a Local Emergency. Emergency Operations Centers are activated to provide centralized overall coordination of jurisdictional assets, departments and incident support functions. Initial recovery coordination is also a responsibility of the EOCs.

Earthquake Overview

Major Earthquake Threat Summary

Earthquakes are sudden releases of strain energy stored in the earth's bedrock. The great majority of earthquakes are not dangerous to life or property either because they occur in sparsely populated areas or because they are small earthquakes that release relatively small amounts of energy. However, where urban areas are located in regions of high seismicity, damaging earthquakes are expectable, if not predictable, events. Every occupant and developer in Santa Clara County assumes seismic risk because the County is within an area of high seismicity. More than ten severe earthquakes have impacted San Francisco Bay Region during historic times.

The major effects of earthquakes are ground shaking and ground failure. Severe earthquakes are characteristically accompanied by surface faulting. Flooding may be triggered by dam or levee failure resulting from an earthquake, or by seismically induced settlement or subsidence. All of these geologic effects are capable of causing property damage and, more importantly, risks to life and safety of persons.

A fault is a fracture in the earth's crust along which rocks on opposite sides have moved relative to each other. Active faults have high probability of future movement. Fault displacement involves forces so great that the only means of limiting damage to man-made structures is to avoid the traces of active

faults. Any movement beneath a structure, even on the order of an inch or two, could have catastrophic effects on the structure and its service lines.

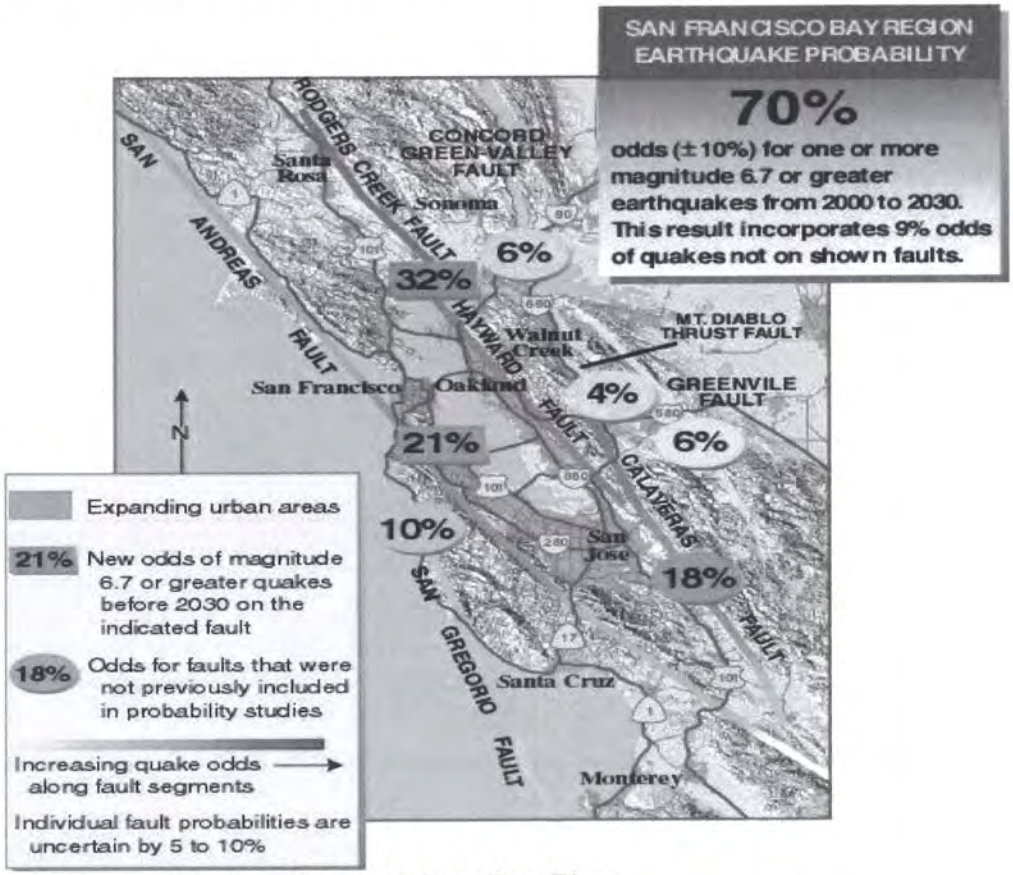
The overall energy release of an earthquake is its most important characteristic. Other important attributes include an earthquake's duration, its related number of significant stress cycles, and its accelerations.

Descriptive Title	Richter Magnitude	Intensity Effects
Minor Earthquake	1 to 3.9	Only observed instrumentally or felt only near the epicenter.
Small Earthquake	4 to 5.9	Surface fault movement is small or does not occur. Felt at distances of up to 20 or 30 miles from the epicenter. May cause damage.
Moderate Earthquake	6 to 6.9	Moderate to severe earthquake range; fault rupture probable.
Major Earthquake	7 to 7.9	Landslides, liquefaction and ground failure triggered by shock waves.
Great Earthquake	8 to 8+	Damage extends over a broad area, depending on magnitude and other factors.

Levels of Response

This information has been checked with the San Jose Police Department for 2008-2009. Response Levels are used to describe the type of event:

The area(s) affected, the extent of coordination or assistance needed, and the degree of participation expected from the School District. Response Levels are closely tied to Emergency Proclamations issued by the head of local government.



Response Level 0 - Readiness & Routine Phase

On-going routine response by the School District to daily emergencies or incidents. Stand-by and alert procedures issued in advance of an anticipated or planned event.

Response Level 3 - Local Emergency

A minor to moderate incident in which local resources are adequate and available. This level of emergency response occurs when an emergency incident, e.g., gas leak, sewer back-up, assaults, bomb threat, toxic spill, medical emergency, shooting, etc., occurs. A Level 3 response requires

School/Site Coordinators to implement guidelines in the Emergency Standard Operating Procedures and interact with public agencies.

Response Level 2 - Local Disaster

A moderate to severe emergency in which resources are not adequate and mutual aid may be required on a regional, even statewide basis with coordination with local police and fire departments of the affected are working in concert with Alum Rock Union Elementary School District to respond. The affected Cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California may declare a state of emergency.

Response Level 1 - Major Disaster

Resources in or near the impacted areas are overwhelmed and extensive State and Federal resources are required. The cities and the County of Santa Clara will proclaim a local emergency. Then, the State of California will declare a State of Emergency. A Presidential Declaration of an Emergency or Major Disaster is requested by the State. Examples of major disasters are the Loma Prieta Earthquake of 1989 or the Oakland Hills Firestorm of 1991. When local jurisdictions declare a State of Emergency, the district board can declare the same.

Response Level Diagram



Level 1: Major Disaster
On-scene incident Commander(s) (multiple school sites) communicates with District EOC under Command of EOC Director

District EOC communicates wih the City EOC

Level 2: Local Disaster
On-scene incident Commander(s) (multiple school sites) Communicates with Abbreviated District EOC under Command of EOC Manager

Level 3: Local Emergency
On-scene incident Commander (Site Coordinator) Communicates as shown in Classroom Emergency & Critical Incident Plan
Based upon size of emergency, an Abbreviated District EOC may be activated.

Level 0: Readiness & Routine

Day-to-day response by District

Emergency Phases

Some emergencies will be preceded by a build-up or warning period, providing sufficient time to warn the population and implement mitigation measures designated to reduce loss of life and property damage. Other emergencies occur with little or no advance warning, thus requiring immediate activation of the emergency operations plan and commitment of resources. All employees must be prepared to respond promptly and effectively to any foreseeable emergency, including the provision and use of mutual aid.

Emergency management activities during peacetime and national security emergencies are often associated with the phases indicated below. However, not every disaster necessarily includes all indicated phases.

Prevention/Mitigation Phase

Prevention/Mitigation is perhaps the most important phase of emergency management. However, it is often the least used and generally the most cost effective. Mitigation is often thought of as taking actions to strengthen facilities, abatement of nearby hazards, and reducing the potential damage either to structures or their contents, while prevention is taking steps to avoid potential problems. Both of these elements require education of parents, students and teachers.

While it is not possible to totally eliminate either the destructive force of a potential disaster or its effects, doing what can be done to minimize the effects may create a safer environment that will result in lower response costs, and fewer casualties.

Preparedness Phase

The preparedness phase involves activities taken in advance of an emergency. These activities develop operational capabilities and responses to a disaster. Those identified in this plan as having either a primary or support mission relative to response and recovery review Standard Operating Procedures (SOPs) or checklists detailing personnel assignments, policies, notification procedures,

and resource lists. Personnel are acquainted with these SOPs and checklists and periodically are trained in activation and execution.

Response Phase

Pre-Impact: Recognition of the approach of a potential disaster where actions are taken to save lives and protect property. Warning systems may be activated and resources may be mobilized, EOCs may be activated and evacuation may begin.

Immediate Impact: Emphasis is placed on saving lives, controlling the situation, and minimizing the effects of the disaster. Incident Command Posts and EOCs may be activated, and emergency instructions may be issued.

Sustained: As the emergency continues, assistance is provided to victims of the disaster and efforts are made to reduce secondary damage. Response support facilities may be established. The resource requirements continually change to meet the needs of the incident.

Recovery Phase

Recovery is taking all actions necessary to restore the area to pre-event conditions or better, if possible. Therefore, mitigation for future hazards plays an important part in the recovery phase for many emergencies. There is no clear time separation between response and recovery. In fact, planning for recovery should be a part of the response phase.

First Things First

Preparing your school for emergencies starts with staff preparedness. The backbone of school planning is dependent on the staff's willingness to stay at school during a major community emergency. Personal preparedness makes this much easier.

Each staff member needs

To prepare their family and home for earthquakes and other emergencies

- ❑ A 72-hour supply kit for the home
- ❑ A Car Kit, including comfortable clothes/shoes and medications
- ❑ To develop a plan to reunite with their family
- ❑ A neighborhood preparedness program

Preparedness Brochures are available from the local chapter of the American Red Cross, Santa Clara County Office of Emergency Services, school district website, www.redcross.org, www.prepare.org or www.ready.gov.

If the disaster occurs during school time, Emergency Management recommends the child stay at school until the parent or a trusted friend (see Emergency Cards) picks up the child. We have no idea, especially in an earthquake, how impacted our neighborhoods may be.

This means the school staff will need to stay with the children. You can only do this if you are prepared at home! You must feel that your family can activate your **Family Plan** without you.

Disaster Service Worker Status: ***California Government Code*** Section 3100 declares that public employees are disaster services workers, subject to such disaster service activities as may be assigned to them by the superiors or by law. The term public employees include all persons employed by the state or any county, city, city & county, state agency or public district, excluding aliens legally employed. This law applies to public school employees in the following cases:

1. When a local emergency has been proclaimed,
2. When a state of emergency has been proclaimed, or
3. When a federal disaster declaration has been made.

District and Parent Responsibilities for Students

DISTRICT RESPONSIBILITY

If the superintendent declares a district emergency during the school day, the following procedures will be followed:

IN CASE OF A DECLARED EMERGENCY BY THE SUPERINTENDENT DURING SCHOOL HOURS, ALL STUDENTS WILL BE REQUIRED TO REMAIN AT SCHOOL OR AT AN ALTERNATE SAFE SITE UNDER THE SUPERVISION OF THE SCHOOL PRINCIPAL OR OTHER PERSONNEL ASSIGNED BY THE PRINCIPAL.

1. Until regular dismissal time and released only then if it is considered safe, OR

2. Until released to an adult authorized by the parent or legal guardian whose name appears on district records.

    a. If students are on their way to school, they will be brought to school if bussed, or they should proceed to school if walking.
    b. If students are on their way home from school, they are to continue home.

During a Declared Emergency, those students who have not been picked up by their parents or other authorized person may be taken by district personnel to another site where consolidated care facilities can be provided. This information will be given to the media stations and posted at the site to keep parents informed.

PARENT RESPONSIBILITY

Parents and legal guardians of students will be provided with a Student Health/Emergency Form each year. In case of a Declared Emergency, students will be released ONLY to persons designated on this form. Parents are responsible for ensuring that information on the Student Health/Enrollment Form is current at all times.

Parents are asked to share with the schools the responsibility for informing students of what they should do in case of a severe earthquake or other major emergency. Parents need to give specific directions to each student to follow the policy outlined above and to follow the directions of school personnel.

School authorities will do everything possible to care for each student while he/she is under district supervision.

It is critical that students do not have directions from parents that are contrary to the district's stated policy on retention at school and authorized release in case of a severe emergency.

Chapter

7

Emergency Response Procedures

Basic Actions

Most emergency responses are covered by the following Basic Actions:

A. Action: STAND BY

Action: STAND BY consists of bringing students into the classroom or holding them in the classroom pending further instruction.

B. Action: LEAVE BUILDING

ACTION: LEAVE BUILDING consists of the orderly movement of students and staff from inside the school building to outside areas of safety or planned evacuation site.

Action: LEAVE BUILDING is appropriate for—but not limited to—the following emergencies:

a. Fire
b. Peacetime Bomb Threat
c. Chemical Accident
d. Explosion or Threat of an Explosion
e. Following an Earthquake
f. Other similar occurrences that might make the building uninhabitable

g. At the onset of a Code Red/Lockdown Alert, when teacher/supervisor has ascertained that leaving is the best option.

C. Action: TAKE COVER

Action: TAKE COVER consists of bringing/keeping students indoors if possible and sheltering in place as appropriate to the situation.

If outdoors, Action: TAKE COVER consists of hiding behind any solid object (large tree, engine block of car, cement wall), in the event a sniper attack, armed intruder, rabid animal, or moving immediately to a location which is upwind and uphill in the event of a chemical or biological threat
Action TAKE COVER is appropriate for, but not limited to, the following:

a. Severe Windstorm (short warning)
b. Biological or Chemical Threat
c. Sniper Attack
d. Rabid Animal on School Grounds

D. Action: DROP

WARNING: The warning for this type of emergency is the beginning of the disaster itself.

Action: DROP consists of:

a. Inside school buildings
   - Immediately **TAKE COVER** under desks or tables and turn away from all windows
   - Remain in a sheltered position for at least 60 seconds silent and listening to/or for instructions

b. Outside of School Buildings
   - Earthquake: move away from buildings
   - Take a protective position, if possible

c. Explosion/Nuclear Attack:
   - Take protective position, **OR,**
   - Get behind any solid object (ditch, curb, tree, etc.); lie prone with head away from light or blast; cover head, face, and as much of the skin surface as possible; close eyes, and cover ears with forearms.

E. ACTION: DIRECTED MAINTENANCE

No school personnel/students are allowed to enter a school facility until inspected by and authorized by appropriate school personnel: Maintenance and School Administrators, and if applicable, Police, Fire, or City Inspectors.

In the event that drinking water is unsafe, water valves will be turned off and the drinking fountains sealed.

Water, gas, and electrical shut-off valves will be shut-off for each applicable building under the join authorization of the administration and head custodian.

F. ACTION: DIRECTED TRANSPORTATION

WARNING: Under certain disaster conditions, authorized officials may attempt to move an entire community, or portion thereof, from an area of danger to another area of safety.

Action: **DIRECTED TRANSPORTATION** consists of loading students and staff into school buses, cars and other means of transportation, and taking them from a danger area to a designated safety area.

Action: **DIRECTED TRANSPORTATION** is considered appropriate only when directed by the Superintendent or designee, Site Administrator, Police, Fire, or OES. It may be appropriate for, but not limited to, movement away from:

a. Fire
b. Chemical & Biological Gas Alert
c. Flood
d. Fallout Area
e. Blast Area
f. Chemical & Biological Gas Alert
g. Specific Man-Made Emergency (shooting, fire, etc.)

G. ACTION: GO HOME

Action: **GO HOM**E consists of:

a. Dismissal of all classes
b. Return of students to their homes by the most safe and expeditious mean

Action: **GO HOME** is to be considered only if there is time for students to go safely to their homes and if buses or other transportation are available for students who live at a distance from the school. Notification of parents by radio broadcast, local television, ALERT website, phone distribution lists, or other means will be requested.

H. ACTION: CONVERT SCHOOL

Action: **CONVERT SCHOOL** to a Red Cross emergency facility will be initiated by City officials.

Earthquake
DROP, COVER, and HOLD

It is the responsibility of every school employee to ensure students are taught and trained in the following procedures.

Earthquake procedures in the classroom or office

At the first indication of ground movement, you should **DROP** to the ground. It will soon be impossible to stand upright during the earthquake. Getting to the ground will prevent being thrown to the ground.

You should seek protective **COVER** under or near desks, tables, or chairs in a kneeling or sitting position.

You should **HOLD** onto the table or chair legs. Holding onto the legs will prevent it from moving away from you during the quake. Protect your eyes from flying glass and debris with your arm covering your eyes.

You should remain in the DROP position until ground movement ends. Be prepared to DROP, COVER and HOLD during aftershocks.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures in other parts of the building

At the first indication of ground movement, you should DROP to the ground.

Take COVER under any available desk, table, or bench. If in a hallway, drop next to an inside wall in a kneeling position and cover the back of the neck with your hands.

After ground movement ends, check for injuries and safely evacuate the building. Move to a safe, open area, away from power lines and other overhead hazards.

Earthquake procedures while outside

At the first indication of ground movement, move away from overhead hazards such as power lines, trees, and buildings. DROP to the ground and COVER the back of the neck with your hands. Be aware of aftershocks. Do not enter buildings until it is determined safe to do so.

If walking to or from school, DO NOT RUN. Stay in the open. If the student is going to school, continue to the school. If going home, the student should continue to go home.

While in a vehicle or school bus, pull over to the side of the road and stop. If on a bridge, overpass, or under power lines, continue on until the vehicle is away from the overhead dangers. Wait until the ground movement stops and check for injuries. Be aware of aftershocks, downed wires, or roads blocked by debris. The Bus Driver is legally responsible for the welfare of student riders.

Fire

All classrooms and offices shall have an Emergency Exit sign and Evacuation Chart posted in a prominent location.

Fire Within A School Building:

In the event that a fire is detected within a school building, use the following procedures:

a. The Principal or Designee will:
   - Order an evacuation if the fire alarm doesn't work
   - Call 9-1-1
   - Notify the Superintendent and Student Services Department

b. Teachers will supervise the evacuation of the classrooms to the designated areas according to the Emergency Exit Plan posted in every classroom and office.

c. Teachers will close doors upon evacuating.

d. Teachers will take their roll books to the evacuation site and take roll. Teachers will report any missing student(s) to their Team Supervisor/ Administrator.

e. The Head Custodian or designees shall assist by shutting off gas valves, electricity, etc., or other if necessary for evacuating, putting out the fire, etc.

f. The Head Custodian or designee shall open necessary gates for fire truck and other emergency vehicle access when appropriate. The Head Custodian or designee will also keep access entrances open for emergency vehicles.

g. Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Fire Near School

a. **The Principal or designee shall**:

- Determine the need to execute an evacuation if nearby fire poses an immediate threat to the students or the building.

- Notify the Fire Department by calling 911.
- Notify the Superintendent's office and Student Services Department.
- Notify students and staff when it is safe to return to the school site under the direction of the Fire Department and in consultation with the Superintendent or designee.

Power Outage / Rolling Blackouts

IT IS THE DISTRICT'S INTENT THAT SCHOOLS WILL REMAIN OPEN DURING A POWER OUTAGE.

There are several stages of alerts that are being broadcast over the radio:

- STAGE 1 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than the California Independent System Operator (CAISO) Minimum Operating Reserves criteria.
- STAGE 2 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than five (5) percent.
- STAGE 3 EMERGENCY indicates that the operating reserves in the real-time market are forecasted to be less than 1.5 percent.

If the district is notified of a STAGE 3 EMERGENCY, possible-affected sites will be contacted as soon as practicable. Once notified, turn off PCs, monitors, printers, copiers, and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer. Shut off lights in unoccupied rooms. In spite of everyone's best effort to communicate, it is possible that an outage will occur with no notice to the district. To keep abreast of the daily situation, listen to 740AM (KCBS) radio station as you are driving into work for the status of the day.

PREPARING FOR AN OUTAGE

- ❑ Update each student's emergency card.
- ❑ Determine availability of portable lighting at site, i.e. flashlights & batteries.
- ❑ Find out that when power is lost, do emergency lights go on and do the "Exit" signs remain lit?
- ❑ Clear away materials and boxes from hallways and pathways.
- ❑ Check school district's PG&E Block list to determine in which PG&E block your site is located. As a note, Block 50's power will not be interrupted.
- ❑ Ask your teachers to have alternative teaching methods and plans to be used at STAGE 3 only.
- ❑ Conduct a survey of your site for the classrooms and offices with no windows and prepare relocation plans.
- ❑ Plan alternative communication methods that suit your site, such as runners, cell phones, or radios.
- ❑ Develop a site plan such as a buddy system or chaperone, for restrooms or any other necessary leave during this period.

- ❑ Have flashlights & replacement batteries available for the restrooms and other locations with no windows.
- ❑ Ask your staff and students to have seasonal warm clothing available.
- ❑ Use surge protectors for all computer equipment, major appliances and electronic devices.
- ❑ If you have electric smoke detectors, use a battery-powered smoke detector as a backup.

DURING AN OUTAGE

- ❑ CONTACT MAINTENANCE & OPERTIONS IMMEDIATELY IF YOUR SITE IS EXPERIENCING A BLACKOUT.
- ❑ According to SBC (Telephone Company), phones connected directly to a phone jack will be operable. Phones that require power from an electrical outlet will not work.
- ❑ If an outage lasts more than 30 minutes, have pre-designated people walk through the campus and check on the status of individuals in each building.
- ❑ Use a buddy system when going to the restrooms.
- ❑ DO NOT USE barbeques, Coleman-type stoves, hibachis and other outdoor-cooking devices indoors.
- ❑ DO NOT USE candles or gas lanterns.
- ❑ Turn off PCs, monitors, printers, copiers, major appliances and lights when not in use or not needed. If you cannot turn off the whole computer, turn off the monitor and the printer.
- ❑ Shut off lights in unoccupied rooms.

The rolling outages should not last more than two hours and, with some preparation, business can be conducted as close to normal as possible.

If a power outage is prolonged, the principal should contact the Superintendent for directions (release students/staff, evacuation to another site, etc.).

Shelter-in-Place

Shelter in Place/Code Blue may be directed should there be a danger in the community that could present a danger to the school community or a situation at the school that could harm students or staff if they are outdoors. Incidents could include gas leaks, chemical spills, mountain lions or a predator in the neighborhood.

When instructed or when an alerting system triggers a Shelter in Place:

- ❑ **SHELTER.** Go inside the nearest building or classroom and remain there. Lock the door. You are looking for enclosed protection from the outside. Teachers should quickly check halls and get students into classrooms. Teachers will keep all students in the classroom until the emergency is resolved or directed to evacuate by the Principal and/or Public Safety Responders.
- ❑ **SHUT.** Close all doors and windows. The tighter and more complete the seal the better. Close as many windows and doors between the outside and your shelter-in-place room as possible.
- ❑ **LISTEN.** Remain quiet to hear critical instructions from school officials.
    - o If there is no direction, continue instructional/work activities until the situation resolves or you directed to do otherwise.

ADDITIONAL STEPS FOR TEACHERS AND STAFF IF APPROPRIATE:

- ❑ **Advise students to cover mouth and nose with a damp cloth or handkerchief to protect from any airborne hazards.**
- ❑ **A school official (or student if no official present) should close all vents and turn off ventilation systems**. *The goal is to keep inside air in and outside air out. Air conditioners and heating systems bring outside air in.*
- ❑ **Turn off all motors and fans.** *Still, non-moving air is best. Turn off anything that creates wind, generates extra heat, or could generate sparks.*
- ❑ Advise students to remain sheltered until the "all-clear" signal is given by a school or local official.

Bomb Threat

THE PERSON RECEIVING THE BOMB THREAT WILL:

- ❑ Attempt to gain as much information as possible when the threat is received. Do not hang up on the caller.
- ❑ Use the **"bomb threat checklist"** form (attached) as a guide to collect the information needed. Don't be bashful about asking direct, specific questions about the threat. Keep the caller on the phone as long as possible. If the threat is received by phone, attempt to gain more information.

  The most important information is:
- ❑ **When will the bomb explode and where is the bomb located?**
- ❑ Immediately after receiving the bomb threat, the person receiving the call will verbally notify the building administrator of the threat received. Complete the "bomb threat checklist" form (attached).
- ❑ Turn off cellular phones and/or walkie-talkie radios (transmits radio waves--could trigger a bomb).

BUILDING ADMINISTRATOR WILL (IF NECESSARY):

- ❑ Call 9-1-1. Give the following information:
  - ✔ Your name
  - ✔ Your call-back phone number
  - ✔ Exact street location with the nearest cross street
  - ✔ Nature of incident
  - ✔ Number and location of people involved and/or injured
- Notify Superintendent's Office and Student Services.
- ❑ Evacuate involved buildings using fire drill procedures. Principal must have Superintendent's permission to evacuate the entire site.
- ❑ Implement a systematic inspection of the facilities to determine if everyone is out

- ❑ Fire Department or Police Officers shall organize a search team to check for suspicious objects; a bomb can be disguised to look like any common object. Site employees should be ready to assist as needed.
- ❑ Maintain an open telephone line for communications.
  Secure all exits to prevent re-entry to buildings during the search period.
- ❑ Be certain people stay clear of all buildings; a bomb(s) may be planted against an outside wall. The blast will be directed in large part away from the building.
- ❑ Re-occupy buildings only when proper authorities give clearance

BOMB THREAT REPORT FORM
ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

School:	Time Call Received:	Call Taken By:
Date:	Time Caller Hung Up:	Title:
	Caller ID Info (*69)	

Questions to Ask:	Exact Wording of Threat:							
1. When will the bomb explode?	**Caller's Voice:** (circle all that apply)				**Caller's Language:** (circle all that apply)		**Background Sounds:** (circle all that apply)	
2. Where is the bomb right now?	Calm	Nasal	Deep Breathing	Cracking Voice	Well Spoken	Educated	Street Noises	Crockery
3. What does it look like?	Angry	Stutter	Disguised	Accent	Foul	Message Taped?	Voices	PA System
4. What kind of bomb is it?	Excited	Lisp	Serious	Used Slang	Message Read?	Young (child)	Music	House Noises
5. What will cause it to explode?	Slow	Raspy	Incoherent	Joking	Young (adult)	Middle Aged	Motor	Office
6. Did you place the bomb?	Rapid	Deep	Slurred	Distinct	Old		Factory	Machinery
7. Why?	Soft	Ragged	Clearing Throat	Normal	**Caller Demographics** (Circle One)		Animal Noises	Clear
8. How did the bomb get in the school?	Loud	Laughter	Crying	Frightened	Male	Female / Unknown	Static	Local
9. Where are you calling from?	If voice is familiar, who did it sound like?				Approximate Age:		Long Distance	Cell Phone
10. What is your name, address, phone?	**Other Observations:**							
	Have this information ready before calling 911.							

Intruder on Campus

The campus intruder is defined as a non-student or a student on suspension who loiters or creates disturbances on school property. Intruders are committing the crime of Criminal Trespass. Dangerous and/or concealed weapons are forbidden on school premises unless carried by law enforcement officers.

Low Level:

❑Have the person(s) under suspicion kept under constant covert surveillance.

- ❑ Approach and greet the intruder in a polite and non-threatening manner.
- ❑ Identify yourself as a school official.
- ❑ Ask the intruder for identification.
- ❑ Ask them what their purpose is for being on campus.
- ❑ Advise intruder of the trespass laws.
- ❑ Ask the intruder to quietly leave the campus or invite him/her to accompany you to the office.
- ❑ If the intruder refuses to respond to your requests, inform him/her of your intention to summon law enforcement officers.
- ❑ If the intruder gives no indication of voluntarily leaving the premises, notify Police and Administration.

If Intruder(s) are on playground or grounds at brunch or lunch time:

- ❑ Outdoor Supervisors should notify the office by radio and move all students into cafeteria/gym/classrooms unless otherwise directed.
- ❑ Lock exit doors to cafeteria/gym.
- ❑ Spread SHELTER IN PLACE or LOCKDOWN alarm throughout rest of school as appropriate.

Hostage Situation

Staff and students should sit quietly if the situation is in their presence. TRY to remain calm. Staff should set the example if the armed intruder is in their presence by doing anything possible for the staff member and students to survive. If gun fire starts, staff and students should seek cover or begin rapid movement procedures.

- ❑ .**Do not engage in a conversation or try to persuade the intruder to leave your classroom or school.** Remember, you are in an illogical situation so any logical argument may go unheard. The intruder is probably aware of the potential danger that he/she would be facing if he/she left the classroom. The intruder may perceive himself/ herself as being sane.
- ❑ If the intruder speaks to you or to your students, then answer him or her**. Do not provoke him or her.** Don't try to take matters into your own hands. Students should be told not to whisper to one-another, laugh, or to make fun of the intruder. Remember, the intruder is disturbed and probably mentally ill, and more than likely paranoid. Any whispering or laughter may be perceived by the intruder as directed at him or her.
- ❑ .Students should be taught to respond on their own when threatened. Incidents can occur which leave no time for signals. If students are outside unable to find access a room, they should, depending on the situation, initiate Action "**TAKE COVER**" position or run in a zig-zag fashion to the staging areas and **STAY CALM**.
- ❑ If and when possible, call Administration and/or 9-1-1.

Lockdown

A Lockdown Alert is sounded if **there is a sniper, armed intruder or active shooter on campus**. Staff members have a very limited amount of time in which to commit to a course of action. Immediately assess both the situation and the surrounding environment and responds to the situation based upon the LockdownTraining™ and drills. This is also true for your students who may need to become resources for substitutes or who are alone when an event occurs.

Remember, the Lockdown response is a partnership with local law enforcement.

Immediate actions should include:

- Students and staff go into classrooms/buildings or run to off-site evacuation areas.
- LOCKDOWN includes building door barricades, internal barricades, covering windows and turning off/dimming lights.
- Notify administration
- Call 9-1-1 if you know the location of the shooter, the description or identity of the shooter or if you need medical direction for a victim.
- Administration notifies the Superintendent

Intermediate activities:

- Place a red card under the door/in a window if you have a serious injury in the classroom.
- Take roll
- Conduct anxiety-reducing activities

Evacuation:

- Prepare students and yourself for a quick evacuation
- Follow directions of law enforcement when they arrive

Poisoning, Chemical Spills, Hazardous Materials

POISONING:

If a student ingests a poisonous substance:

- Call Poison Control Center Link Line 1-800-222-1222. Take appropriate first aid measures.
- Call parents.
- Notify the Health Services Office.

Following any emergency, notify the District Superintendents' Office

CHEMICAL SPILL ON SITE:

The following are guidelines for Chemical Spills:

- Evacuate the immediate area of personnel
- Determine whether to initiate Shelter In Place Protocol
- Secure the area (block points of entry)
- Identify the chemical and follow the procedures for that particular chemical.
- Notify the District Office.

CHEMICAL SPILL OFF SITE INVOLVING DISTRICT EQUIPMENT/PROPERTY

- Notify the District Office **(408) 928-6945** with the following information:
  - ✔ Date, time, and exact location of the release or threatened release
  - ✔ Name and telephone number of person reporting
  - ✔ Type of chemical involved and the estimated quantity
  - ✔ Description of potential hazards presented by the spill
  - ✔ Document time and date notification made
  - ✔ Other emergency personnel responding (Highway Patrol, CALTRANS, etc.)

❑ Locate a fire extinguisher and have present, should the need arise

❑ Place reflective triangles or traffic cones if in street or highway. DO NOT LIGHT FLARES!

- ❑ If spill response equipment is available use it to take the necessary measures to prevent the spill from spreading.

Reporting Chemical Spills

Once an emergency spill response has been completed, the person reporting the initial spill must complete a SPILL RESPONSE EVALUATION. The incident must be reported to the Superintendent WITHIN 24 HOURS OF THE SPILL.

Spill Clean Up

Chemical Spills may not be cleaned up by school personnel. Call the District Office at **(408) 928-6945.** The cleanup will be coordinated through a designated contractor.

HAZARDOUS SUBSTANCES

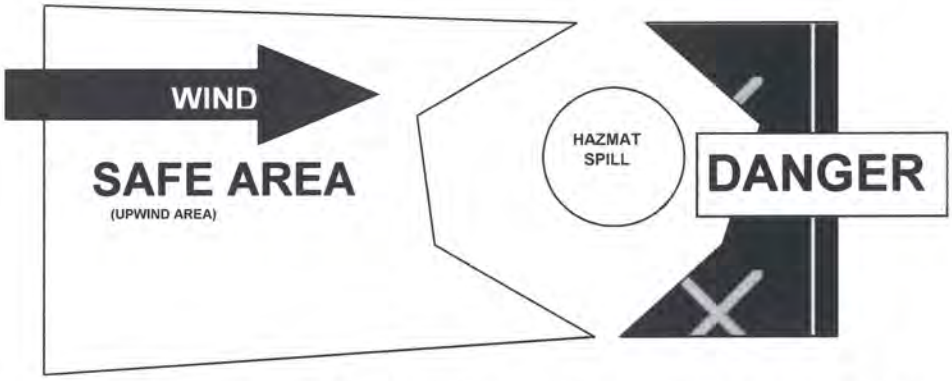
Hazardous Substances include the following, but is not limited to the following:

Gasoline	Lacquer Thinner
Solvents	Paint
Motor Oil	Agricultural Spray
Diesel Fuel	Paint Thinner
Kerosene	Stain
Anti-Freeze	Break Fluid
Airborne Gases/Fumes	

Always call for assistance and:

- ❑ Extinguish all ignition sources
- ❑ Shut off main emergency switch to fuel pump, if appropriate
- ❑ Move appropriate fire extinguishing equipment to area
- ❑ If possible, contain the spill to prevent further contamination
- ❑ Move people/personnel away or evacuate from contamination area

If the spill is too great to handle, contact the **Superintendent's Office (408- 928-6822) and Student Services ((408) 928-6945).**



Staff and students will evacuate the area immediately, if appropriate. **Move uphill, upwind, upstream if possible.**

VEHICLE FUEL SPILL

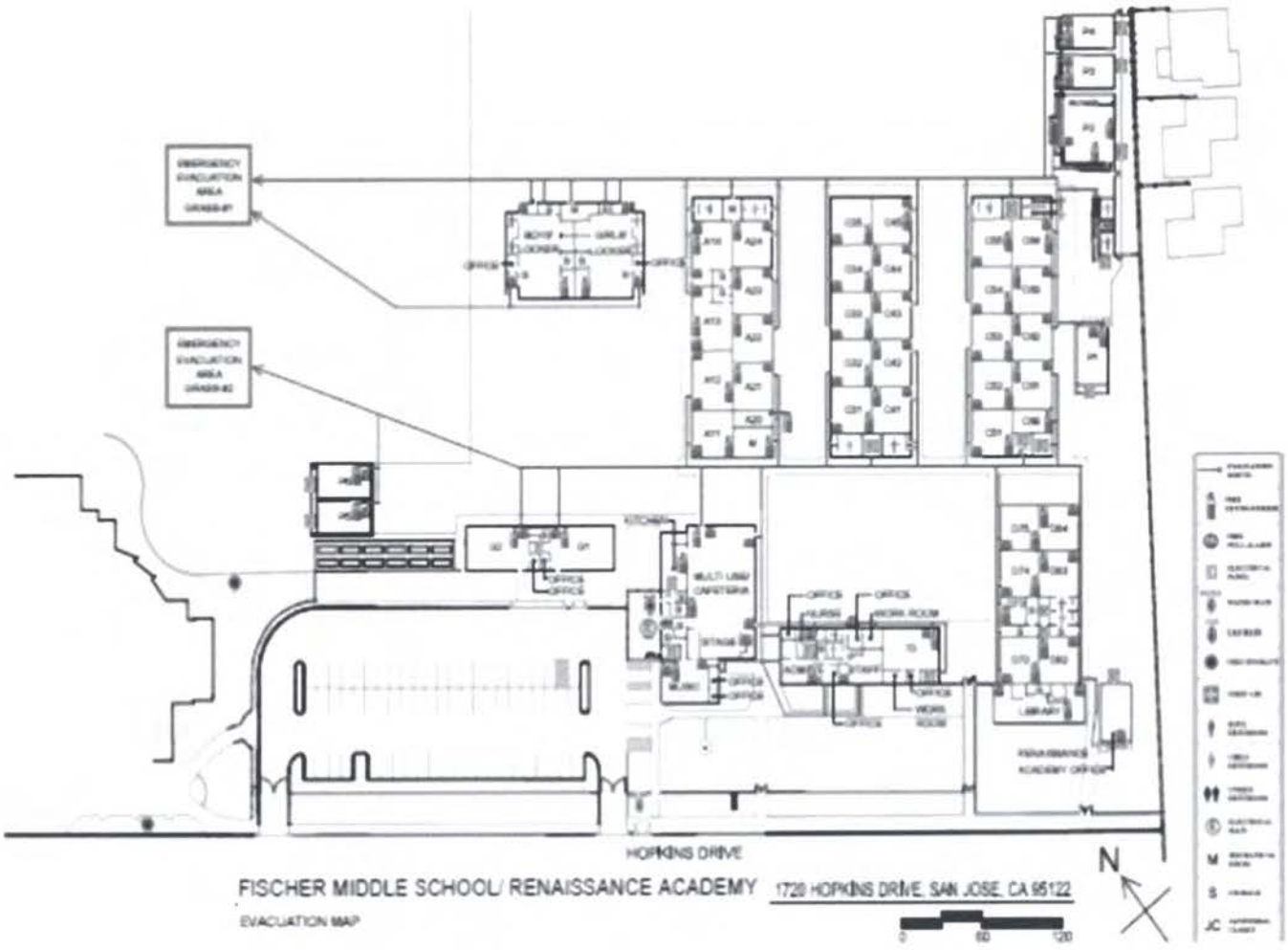
When a spill has occurred, the first thing to do is to keep the situation from worsening. Follow these steps:

- ❑ Shut off emergency switch
- ❑ Avoid skin contact
- ❑ Isolate the spill from people and vehicles by blocking all points of entry
- ❑ Stop and evaluate any hazards
- ❑ Prevent discharge into storm drains. Divert the flow by sealing off areas with absorbents. Prevent runoff. Use absorbent "socks" or "booms" to contain the spill
- ❑ Identify the source, estimated quantity spilled and stop further release(s) - IF IT CAN BE DONE SAFELY
- ❑ Take care of any injured
- ❑ Notify the District Office.
- ❑ If the spill is unmanageable, contact the Fire Department by calling 9-1-1

If, after attempted containment, the release still poses either a present or a potential threat, notify the California Office of Emergency Services and local emergency assistance organizations (fire, police, etc.). Give the following information:

- ❑ Date, time, and exact location of the release
- ❑ Name and telephone number of persons reporting the release
- ❑ The type of fuel spilled and the estimated quantity
- ❑ Description of potential hazards presented by the fuel spill
- ❑ Document the time and date notification was made and the information provided

Emergency Evacuation Routes and Procedures



In an Emergency Building Evacuation all employees will:

- ❑ Upon emergency alert, secure work area and depart/report to assigned area.
- ❑ Perform duties as pre-assigned by the Principal in cooperation with emergency services personnel.
- ❑ DO NOT re-enter the building without permission or request of emergency service authorities.
- ❑ Remain in the general assembly areas and calm students if not assigned another duty.
- ❑ When signaled to re-enter safe areas of the school, quickly do so.
- ❑ Upon safe re-entry, report anything amiss to the Operations Chief.

In an Emergency Building Evacuation teachers will also:

- ❑ Upon alert, assemble students for evacuation using designated routes and account for all students.
- ❑ Secure room.
- ❑ If possible, leave a note on the door advising where the class evacuated to if other than the standard assembly area.
- ❑ Upon arrival at the assembly area, account for all students.
- ❑ Secure medical treatment for injured students.
- ❑ Report any students missing or left behind because of serious injuries.
- ❑ Stay with and calm students.
- ❑ If signaled to re-enter school, assure students do so quickly and calmly. Account for all students.
- ❑ Check room and report anything amiss to the Team Leader and/or Operations Chief.
- ❑ Debrief students to calm fears about the evacuation.

Emergency Campus Evacuation

If it is necessary to evacuate the entire campus to another school or relief center, the Principal will:

- ❑ Notify the Superintendent of the Campus Evacuation.

- ❑ Cooperate with emergency authorities in enlisting students/staff with cars to help transport evacuees.
- ❑ Direct the evacuation, assure all students/staff are accounted for as they depart and arrive.

Medical Emergencies

Calmly and carefully, assess the medical emergency you are faced with. Take only those measures you are qualified to perform.

You should always wear latex or rubber gloves to prevent contact with bodily fluids.

- ❑ Gently tilt the head back and lift the chin to open the airway.
- ❑ Pinch the nose closed.
- ❑ Give two slow breaths into the mouth.
- ❑ Breathe into an adult once every five seconds, and for children or infants breathe gently once every three seconds.
- ❑ If you are doing the procedure correctly, you should see the chest rise and fall.

- ❑ Apply direct pressure to the wound.
- ❑ Maintain the pressure until the bleeding stops.
- ❑ If bleeding is from an arm or leg, and if the limb is not broken, elevate it above the level of the heart.
- ❑ If limb appears to be broken, minimize any movement, but take what measures are necessary to stop the bleeding.

- ❑ Do whatever is necessary to keep the person's body temperature as close to normal as possible.
- ❑ Attempt to rule out a broken neck or back.
- ❑ If no back or neck injury is present, slightly elevate the person's legs.

- ❑ Stand behind the person.
- ❑ Place the thumb side of one of your fists against the person's abdomen, just above the navel and well below the end of the breastbone.
- ❑ Grasp your fist with your other hand, give an abdominal thrust.
- ❑ Repeat until the object comes out.
- ❑ If required, begin rescue breathing.

Triage Guidelines

Triage is defined as ***the sorting of patients into categories of priority for care based on injuries and medical emergencies***. This process is used at the scene of multiple-victim disasters and emergencies when there are more victims than there are rescuers trained in emergency care.

Incidents that involve large numbers of casualties, and have a delay in the response time of emergency medical services, require a special form of triage. The modified triage system that is in most common use is the S.T.A.R.T. (**S**imple **T**riage **A**nd **R**apid **T**reatment) Plan. In this plan, patients are triaged into very broad categories that are based on the need for treatment and the chances of survival under the circumstances of the disaster. These categories are listed below:

TRIAGE Priorities
Highest Priority - RED TAG
1. Airway and breathing difficulties
2. Cardiac arrest
3. Uncontrolled or suspected severe bleeding
4. Severe head injuries
5. Severe medical problems
6. Open chest or abdominal wounds
7. Severe shock
Second Priority - YELLOW TAG
1. Burns
2. Major multiple fractures
3. Back injuries with or without spinal cord damage
Third Priority - GREEN TAG
1. Fractures or other injuries of a minor nature
Lowest Priority – BLACK
2. Obviously mortal wounds where death appears reasonably certain
3. Obviously deceased

S.T.A.R.T. Plan Triage Checklist

This method allows rapid identification of those patients who are at greatest risk for early death and the provision for basic life-saving stabilization techniques.

Initial Contact

- ❑ Identify self, and direct all patients who can walk to gather and remain in a safe place. Tag these people **GREEN**
- ❑ Begin evaluating the non-ambulatory patients where they are lying.

Assess respiration (normal, rapid, absent)

- ❑ If absent, open airway to see if breathing begins
- ❑ If not breathing, tag **BLACK** (dead) DO NOT PERFORM C P R
- ❑ If patient needs assistance to maintain open airway, or respiratory rate is greater than 30 per minute, tag **RED** (attempt to use a bystander to hold airway open)
- ❑ If respiration is normal, go to next step

Assess perfusion (pulse, bleeding)

- ❑ Use the capillary refill test to check radial (wrist) pulse
- ❑ If capillary refill test is greater than 2 seconds, or radial pulse is absent, tag **RED**
- ❑ If capillary refill is less than 2 seconds, or radial pulse is present, go to next step.
- ❑ Any life threatening bleeding should be controlled at this time, and if possible, raise patient's legs to treat for shock (attempt to use a bystander to hold pressure/bleeding control)

Assess Mental Status (commands, movement)

- ❑ Use simple commands/tasks to assess
- ❑ If patient cannot follow simple commands, tag **RED**
- ❑ If patient can follow simple commands, they will be tagged **YELLOW** or **GREEN**
- ❑ This will depend on other conditions, where their injuries will determine the priority of **YELLOW** versus **GREEN** (i.e. multiple fractures would require a higher level of treatment than superficial lacerations)

Suicide

The publications of many organizations and governmental agencies contain advice for people who are faced with suicidal people. That advice is summarized below.

Do's

Listen to what the person is saying and take her/his suicidal threat seriously. Many times a person may be looking for just that assurance.

Observe the person's nonverbal behavior. In children and adolescents, facial expressions, body language, and other concrete signs often are more telling than what the person says.

Ask whether the person is really thinking about suicide. If the answer is "YES," ask how she/he plans to do it and what steps have already been taken. This will convince the person of your attention and let you know how serious the threat is.

GET HELP by contacting an appropriate Crisis Response Team member. Never attempt to handle a potential suicide by yourself.

STAY with the person. Take the person to a CRT member and stay with that person for a while. The person has placed trust in you, so you must help transfer that trust to the other person.

Don'ts

Don't leave the person alone for even a minute.

Don't act shocked or be sworn to secrecy.

Don't underestimate or brush aside a suicide threat ("You won't really do it; you're not the type"), or to shock or challenge the person ("Go ahead. Do it"). The person may already feel rejected and unnoticed, and you should not add to the burden.

Don't let the person convince you that the crisis is over. The moat dangerous time is precisely when the person seems to be feeling better. Sometimes, after a suicide method has been selected, the person may appear happy and relaxed. You should, therefore, stay involved until you get help.

Don't take too much upon yourself. Your responsibility to the person in a crisis is limited to listening, being supportive, and getting her/him to a trained professional. Under no circumstances should you attempt to counsel the person.

Mass Casualty

In the event of a Mass Casualty Incident (MCI):

- ❑ Determine what the problem is and **call 9-1-1** for local emergency services. **Note:** A casualty is a victim of an accident or disaster.
- ❑ Identify the problem and give the school address.
- ❑ Site administrators decide whether or not to activate the School Site Disaster First Aid Team protocols (See School Site Disaster Plan).
- ❑ Determine if problem will continue or if it is over.
- ❑ Notify Superintendent's Office.
- ❑ School representative will meet Incident Command Officer (Fire Department or Police Official) who will determine exact nature of incident.
- ❑ Site administrators/First Responders will implement Mass Casualty Tracking Protocols as appropriate to the situation.
- ❑ Keep calm, reassure students.
- ❑ Fire Department will notify appropriate agencies for additional help.
- ❑ Crisis Team will convene.
- ❑ Contact Superintendent to determine need to send students home.

Mass Casualty **PATIENT TRACKING SHEET** **Page_____**

HOSPITALS:

LGH – LOS GATOS	STH – SANTA TERESA	
ECH – EL CAMINO	OCH – O'CONNOR	SUH - STANFORD
GSH – GOOD SAMARITAN	SJH - SAN JOSE	VMC – VALLEY MED
KSC – KAISER SANTA CLARA	SLH – STE. LOUISE	Other

PARAMEDIC TAG #	VICTIM NAME	STUDENT ID #	TIME OF DEPARTURE	Hospital

Signed _____ **Date**_____

Bio Terrorism

Some characteristics of suspicious letters or packages include the following:

- ✔ Excessive postage
- ✔ Handwritten or poorly typed addresses
- ✔ Incorrect titles
- ✔ Title, but no name
- ✔ Misspellings of common words
- ✔ Oily stains, discolorations or odors
- ✔ No return address
- ✔ Excessive weight
- ✔ Lopsided or uneven envelop
- ✔ Protruding wires or aluminum foil
- ✔ Excessive security material such as masking tape, string, etc.
- ✔ Visual distractions
- ✔ Ticking sound
- ✔ Marked with restrictive endorsements, such as "Personal" or "Confidential."
- ✔ Shows a city or state in the postmark that does not match the return address.

- ❑ Do not shake or empty the contents of any suspicious envelop or package.
- ❑ Place the envelope or package in a plastic bag or some other type of container to prevent leakage of contents.
- ❑ If you do not have any container, then cover the envelope or package with anything (e.g., clothing, paper, trash can, etc.) and do not remove this cover.
- ❑ Then leave the room and close the door, or section off the area to prevent others from entering.
- ❑ Wash your hands with soap and water to prevent spreading any powder to your face.

❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.

❑ List all people who were in the room or area when this suspicious letter or package was recognized. Give the list to both the local public health authorities and law enforcement officials for follow-up investigations and advice.

❑ Do not try to clean up the powder. Cover the spilled contents immediately with anything and do not remove this cover.

❑ Leave the room and close the door or section off the area to prevent others from entering.

❑ Wash your hands with soap and water to prevent spreading any powder to your face.

❑ If you are at home, CALL 9-1-1 to report the incident. If you are at work, CALL 9-1-1 and your site administrator to report the incident.

❑ Remove heavily contaminated clothing as soon as possible and place in a plastic bag, or some other container that can be sealed. The clothing bag should be given to the emergency responders for proper disposal.

❑ Shower with soap and water as soon as possible. Do not use bleach or other disinfectant on your skin.

❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

(Examples: small devices triggered warning that air handling systems is contaminated, or warning that a biological agent is released in a public space.)

❑ Turn off local fans or ventilation units in the area.

- ❑ Leave the area immediately.
- ❑ Close the door or section off the area to prevent others from entering.
- ❑ Move upwind, uphill, upstream.
- ❑ If you are at home, report the incident to the local police. If you are at work, report the incident to the local police and your site administrator.
- ❑ Shut down air handling systems in the building if possible.
- ❑ If possible, list all people who were in the room or area, especially those who had actual contact with the powder. Give the list to both the local police and public health authorities so that proper instructions can be given for medical follow-up and further investigation.

DO NOT PANIC

Anthrax organisms can cause infection in the skin, gastrointestinal system, or the lungs. In order for this to happen, the organism must be rubbed into abraded skin, swallowed, or inhaled as a fine, aerosolized mist. Disease can be prevented after exposure to the anthrax spores by early treatment with the appropriate antibiotics. Anthrax is not spread from one person to another person.

For anthrax to be effective as a covert agent, it must be aerosolized into very small particles. This is difficult to do, and requires a great deal of technical skill and special equipment. If these small particles are inhaled, life-threatening lung infection can occur, but prompt recognition and treatment are effective.

Botulism infection is extremely rare, with fewer than 200 cases report in the U.S. each year. There are two forms of botulism which are associated with a terrorist act:

Foodborne Botulism

The bacterium is ingested with the contaminated food source.

Symptoms begin within 6 hours to 2 weeks, but most commonly between 12 to 36 hours after eating contaminated foods.

Double or blurred vision, drooping eyelids, slurred speck, difficulty swallowing, dry mouth, and a descending muscle weakness that effects the shoulders first, then upper arms, lower arms, thighs, calves, etc.

These symptoms may be preceded by gastrointestinal disorder such as abdominal cramps, nausea, vomiting, and diarrhea. Paralysis of the respiratory muscles will cause death unless the person is assisted by mechanical ventilation. Botulism toxin can occur naturally in undercooked food, but the frequency of this is extremely rare.

Inhalation Botulism

Inhalation botulism results from the inhalation of the aerosolized toxin. A small amount of aerosolized toxin released into the wind can have a devastating effect on the surrounding population. Notwithstanding, inhalational botulism could be inflicted upon a more limited number of victims by introducing a contaminated object into an enclosed area such as inside of a building. The symptoms are indistinguishable from those of foodborne botulism, except that the gastrointestinal signs sometimes associated with foodborne botulism may not occur.

Botulism cannot be transmitted from one person to another. There is no vaccine for botulism treatment at this time. However, treatment consists of passive immunization with equine anti-toxins and supportive patient care.

Smallpox infection results from the variola virus. The disease was once worldwide in scope. Before people were vaccinated, almost everyone contracted the disease. The virus was effectively eradicated from the world in the late 1970's, and the World Health Organization recommended governments cease routine vaccinations in 1980.

Vaccination has proven effective in preventing the disease in exposed persons if administered within 4 days of exposure.

Smallpox is a highly contagious infectious disease that has a mortality rate of about 30%. Since the discontinuation of vaccination in the early 1980's, virtually no one is protected against the disease today. The U.S. government is currently working to address the need for vaccinations. There is no proven treatment should infection occur.

Chapter

8

Incident Command System

Responsibilities for a School Disaster

Everyone at a school will have some responsibilities in an emergency based on their job, and some people will have additional responsibilities. Below is a short discussion of how the Standard Emergency Management System (SEMS) and the Incident Command System (ICS) can be adapted to your school.

Major Concepts and Components

Every emergency, no matter how large or small, requires that certain tasks be performed. In ICS, these tasks are called *Management, Planning, Operations, Logistics,* and *Finance/Administration.*

Under SEMS, the ICS team can be expanded or reduced, depending on the situation and the immediate needs. One person can serve more than one function.

Every incident needs a person in charge. In SEMS and ICS, this person is called the *Incident Commander* or *School Commander.*

No one person should supervise more than seven people (the optimum number is five). This does not apply to the Student Supervision Team under *Operations*, however.

Common terminology:

All teachers and staff in the school should use the same words to refer to the same actions. The terminology should be known *before* a disaster. SEMS is a system that, when used properly, affords common terminology.

If the fire department or other responding agencies come on campus, they will coordinate better with the site's command structure if similar situations and actions are described with similar wording.

How ICS Functions

This system provides for an effective and coordinated response to multi-agency and multi-jurisdictional emergencies, to include multi-disciplines and

- Facilitates the flow of information within and between all levels of the system.
- Facilitates interaction and coordination among all responding agencies.
- Improves the processes of mobilization, deployment, tracking, and demobilization of needed mutual aid resources.
- Reduces the incidence of ineffective coordination and communications, and avoid duplication of resource ordering in multi-agency and multi-jurisdiction response actions.

Primary Incident Command System Functions:

Incident/School Commander (The "leader")

The Management Section is responsible for overall policy, direction, and coordination of the emergency response effort in the Emergency Operations Center (EOC) throughout the Alum Rock Union Elementary School District. The Management Section Staff is also responsible for interacting with each other and others within the EOC to ensure the effective function of the EOC organization.

Operations Section (The "doers")

The Operations Section is responsible for coordinating all operations in support of the emergency response and for implementing action plans. This section includes response teams

that work toward reduction of the immediate hazard, mitigating damage, and establishing control and restoration of normal operations.

Planning/Intelligence Section (The 'thinkers")

The Planning and Intelligence Section is responsible for collecting, evaluating, and disseminating information; maintaining documentation; and evaluating incoming information to determine the potential situation in the not-too-distant future. This section also develops District EOC/Field action plans for implementation by the Operations Section.

Logistics Section (The "getters")

The Logistics Section is responsible for providing all types of support for the emergency response operation. This section orders all resources from off-site locations and provides facilities, services, personnel, equipment, transportation, and materials.

Finance and Administration Section (The "collectors")

The Finance and Administration Section is responsible for accounting and financial activities such establishing contracts with vendors, keeping pay records, and accounting for expenditures. This section is also responsible for all other administrative requirements and acts as the clearinghouse for documentation during the recovery phase.

Routine use of ICS facilitates seamless integration of ICS into larger emergencies operations as they evolve. The key to ICS is remembering to focus on the functions and where possible, delegate authority to staff essential functions to distribute the workload.

Unified Command Structure

Unified Command is a procedure used at incidents which allows all agencies with geographical, legal or functional responsibility to establish a common set of incident objectives and strategies, and a single Incident Action Plan. The use of Unified Command is a valuable tool to help ensure a coordinated multi-agency response. Unified Command procedures assure agencies that they do not lose their individual responsibility, authority, or accountability.

Unified Command is highly flexible. As the incident changes over time with different disciplines moving into primary roles, the Unified Command structure and personnel assignments can change to meet the need.

Advantages of using Unified Command

- One set of objectives is developed for the entire incident
- All agencies with responsibility for the incident have an understanding and are fully aware of joint priorities and restrictions.

- Duplicative efforts are reduced or eliminated, thus reducing cost and chances for frustration and conflict.

Pre-Designated Incident Facilities

- Staging Areas
- Command Posts
- Mass Care Centers
- Evacuation Centers

Renaissance & Fischer Middle School/Renaissance Academy ICS TEAM

Emergency Evacuation Responsibilities

Job	Personnel
Public Information Officers/Planning Chief- evaluates the situation, communicates and relays pertinent information with the whole schools and community *(stationed at Incident Command Center).*	• Sarah Kretovics • Admin. Designee (If site principals are not on campus or available)
Incident Command Center – Record Keeper keeps all record/documentation of all aspects of the emergency, overseas charting of incoming info and events, status of students' rescue, health, + food needs, etc.; w/walkie talkie, Listens to radio-report news updates *(stationed at Command Center).*	• Doug Kleinhenz • Tamara Bermudes • Adena Landen (City Year)
Security Station- Lock all pedestrian gates + hang "student pick-up" signs on fences/gates • Check all gas and electric shut offs • Ongoing security monitoring around fences. • Guiding parents/guardians to student check out station: Karl Street Entrance	• Matt Barbieri • Kellee Breaux • Jannet Galicia
First Aid/Medical Triage Center– the health clerk sets up medical station; administer first aid as needed; maintains the central triage center. Stays in contact with the Incident Command Center. Brings the following out to the center: w/ wheelchair, student medications, "Urgent Medical Folder", stretcher, 1◦ aid kit/supplies	• Clara Hinajosa • Para Professionals • Selena Garcia
Student Release Center - the only place where parents/guardians can sign out students. Walkie-talkie, A-Z roster, emergency card binders - Spanish, English, Vietnamese speakers are to be at this center. • Near classes with walkie talkie, communicating to student pick up and sending students to be reunited with parents.	• Eduarda Brasil • Sylvia Rivas
Search and Rescue - Search rooms/hallways tagged w/injury signs: searches for any identified or unidentified trapped people (staff/students). Use crowbars to try to extract people & bring to medical center. Communicates with Incident Command Center.	• Nathan Lefcowitz • Jeffrey Katz • Andrea Morton • Sarah Kretovics • Custodial staff
Food Distribution & Emergency Bin • Bring out rolling cart of food, emergency supply container of equipment and water.	• Christine Garcia-Coliandro & Cafeteria Staff • Custodial staff
Teachers/Staff Monitoring Students in Secured Area (On blacktop near Fischer Saint Sign/fence) - Student supervision, supports students with daily needs, leads activities to keep students occupied, does not allow students to roam, send students to the Student Release Center when called.	• All staff not assigned to a specific duty

[redacted]

All personnel assigned to a duty should report to the incident command center.

*Report to Incident Command Center when class is "safe and under control." Revised on 01/04/22

Staging Areas

Command Center

Primary: On the East Side of Locker Rooms
Secondary: South End of the Track

Student Staging Area

Primary: Basketball/Volleyball Courts
Secondary: Track and Field

Mass Care Centers

Primary: Recreation Area **(First Aid/Medical Triage Center)**
Secondary: Fitness Room

Student Release Center

Primary: Pick-up on Karl Street
Secondary: Parking Lot

Evacuation Centers

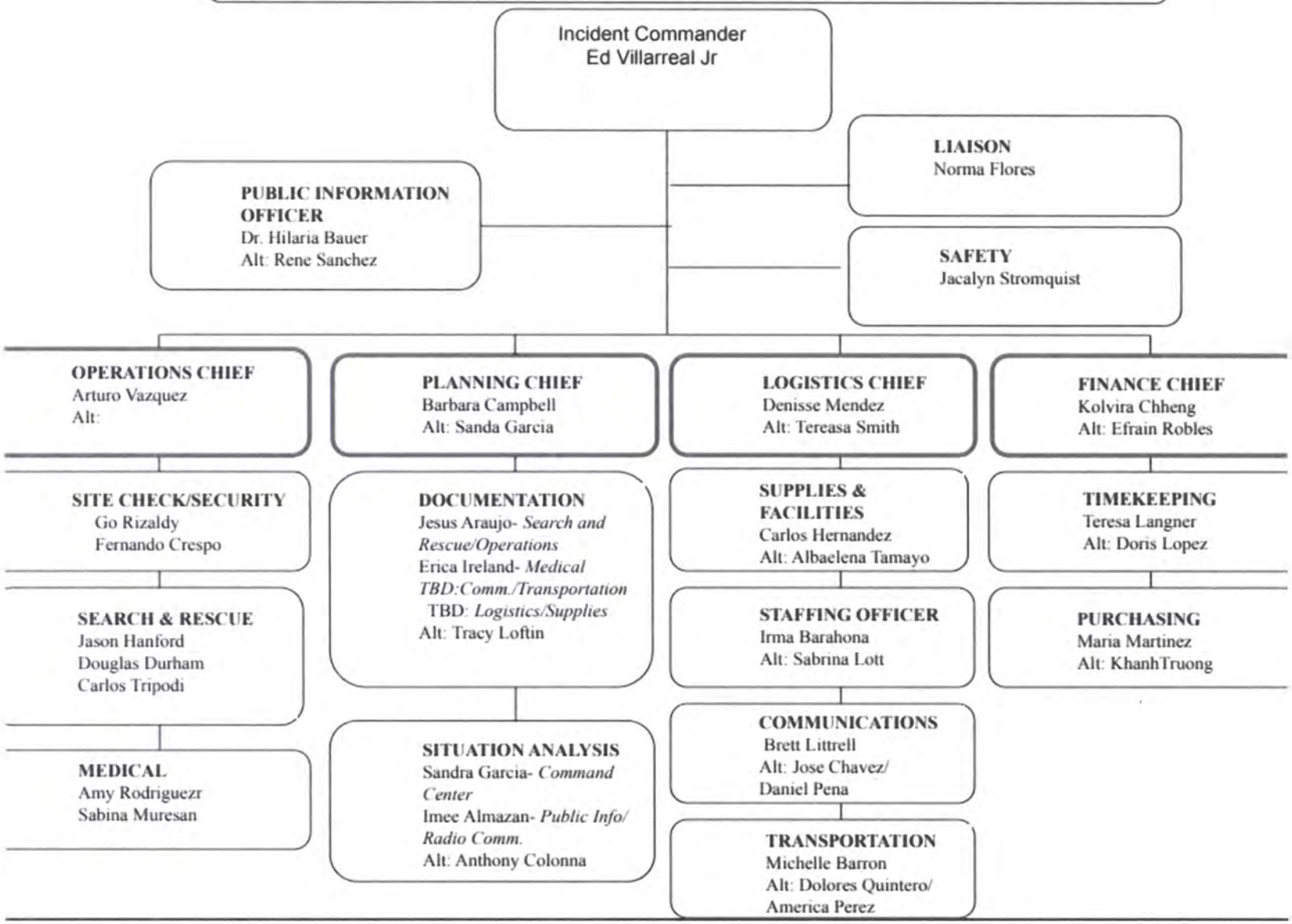
Primary: WC Overfelt High School
Secondary: Hillview Park

District Emergency Directory

The principals of this school have the Confidential Emergency Call list handed out at the October 2021 management meeting.

Rev. Sept 2021

SITE COMPREHENSIVE SAFETY PLAN
Alum Rock Union Elementary School District Offices – 2930 Gay Avenue San Jose, CA 95127



Emergency Communications

When emergencies occur, communication is key to ensuring appropriate parties are notified regarding the extent of the incident and what needs to be done. Below is a checklist as to how emergency communications may be conducted at your school.

Internal communications will be via:

- ❑ Public address systems.
- ❑ Emails.
- ❑ Message runner.
- ❑ District telephone/emergency radio to administration offices.

External communications will be via:

- ❑ The main communications network.
- ❑ News bulletins, as needed, by appointed personnel only.

In-district communications will be via:

- ❑ Telephone, if operable.
- ❑ District internal communications.
- ❑ Superintendent or designated Public Information Officer and/or Principal will release information to news media and prepare necessary bulletins.

A Crisis Communications Center will need to be established to collect and release information if the emergency is of a continuing nature.

Briefings/bulletins will be necessary in a continuing emergency, especially when school remains open.

- ❑ Use established communication channels to keep employees, students, parents, essential communicators and community informed.
- ❑ Keep secretaries briefed on situation changes and what to tell people who phone the School District.
- ❑ Hold briefings with employees, labor association leaders, Board President, student leaders and other key communicators.
- ❑ Enact telephone tree in order to communicate updates.
- ❑ Prepare bulletins to distribute to employees, students, parents and essential communicators, as needed.
- ❑ Supply Superintendent's office and Student Services with a copy of each bulletin.

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas.

Staffs are to report any news media personnel that appear elsewhere on campus.

Only pre-assigned personnel will meet with the media in a designated area so as not to disrupt the educational process.

News media personnel are not to be on school grounds, except in designated areas. Staff is to report any news media personnel that appear elsewhere on campus.

Media Protocol

WHAT TO DO WHEN YOU RECEIVE A CALL OR REQUEST FROM THE PRESS!

Step 1: Contact The Superintendent's Office...

Ask a few preliminary questions to identify what information the reporter is requesting so you can better provide answers and information.

Step 2: Superintendent's Staff May Ask Clarifying Questions As Follows...

- *What is this about?*
- *Are you looking for specific data/information?*
- *What specific questions do you have regarding the topic?*
- *Do you have prepared questions you would like to email me?*
- *Have you already contacted the Superintendent about the topic?*
- *The Superintendent's office number is (408) 928-6822*
- *What is your deadline?*

Step 3: Notify The Superintendent...

Call the Superintendent at (408) 928-6822 to inform them that you have received a media inquiry and be ready to transmit any and all information you were able to get from the reporter.

Step 4: Final...

The Superintendent will coordinate with the individuals who need to be involved and will get back to you as to how to proceed. They will provide you with any necessary information or follow-up plans. DO NOT contact the reporter until you have spoken with the Superintendent's Office and they have directed you to do so. More often than not, media inquiries will be completed/finalized by the Superintendent's office.

Thank you,

Hilaria Bauer, Ph.D.
Superintendent

Site Comprehensive Safety Plan.

Alum Rock Union Elementary School District
EOC Message Form

Date	Priority (Circle one) **EMERGENCY** (Life Threatened) **URGENT** (Property Threatened) **ROUTINE** (All Others)		
Time			
	Name	FROM	Name
	Title		Title
	Location		Location

Check One □Take Action □For Information □Other

Category	Number	Description
A.	#_____	**Fatalities**
B.	#_____Minor	**Injuries** **Minor:** In need of First Aid attention only
C.	# of Injured	**Injuries (Ambulance)**
	#_____Major	**Major:** Unable to treat on site, i.e. airway & breathing difficulties, cardiac arrest, uncontrolled or suspected severe bleeding, severe head injuries, severe medical problems, open chest or abdominal wounds, severe shock.
	#___Moderate	**Moderate:** Burns, major multiple fractures, Back injuries with or without spinal cord damage
D.	**Circle one**	**Property Damages**
	Major	**Major damage:** building collapse, building leaning, major ground movement causing large cracks in ground.
	Moderate	**Moderate damage:** Falling hazards present, hazard present (toxic/chemical spill, broken gas line, fallen power lines).
	Minor	**Minor damage:** Dislodged overhead air duct terminals, light fixtures, suspended ceiling grid, overhead mechanical systems and broken windows.
E.	**__Ambulance** **__PG&E** **__Other**	**Resources Needed** **___ Other: (describe)**

□

Transmit only the data within the box above in 30-45 seconds. After transmission, wait for EOC's request to elaborate.

Additional Information:

Disposition:	
Action Requested By: (Name)	Time Action provided:

Media Contact Information

Media Contact Information			
Television Stations	**Telephone**	**Fax Numbers**	**Email**
KPIX Channel 5	415-765-8610	415-765-8916	
KRON Channel 4	415-441-4444		4listens@kron4.com
KGO-TV/NBC-Channel 7	415-954-7777		ureport@kgo.tv.com
KQED TV Channel 9	415-864-2000	415-553-2456	
KNTV Channel 11	408-432-6221		newstips@nbcbayarea.com
KDTV Channel 14	415-538-8000		noticias14@univision.net
KTVU Fox 2	510-874-0400		newstips@foxtv.com
KSTS Channel 48	408-944-4848		noticierot48@telemundo.com / kstsnewsdesk@nbcuni.com
Radio Stations	**Telephone**	**Fax Numbers**	**Email**
KBAY FM/KEZR FM	408-287-5775	408-293-3341	
KGO AM	415-216-1300		producers@kgoradio.com
KLIVE AM	408-293-8030	408-995-0823	
KCBS	415-765-4112		kcbsnewsdesk@cbs.com
Newspapers	**Telephone**	**Fax Numbers**	**Email**
San Jose Mercury News	408-920-5446		crime@mercurynews.com
Milpitas Post	408-262-2454		postletters@bayareanewsgroup.com
Bay City News	510-251-8100		newsroom@baycitynews.com
La Alizanza	408-272-9394		rossana@alianzanews.com
LaOferta Review	408-436-7850	408-436-7861	frank@laoferta.com
El Observador	408-938-1700		angelica@el-observador.com

Recovery

It is critical to provide a mental health response for students, staff and parents after a crisis that has impacted a school. Often, this can be provided by district or local community resources.

Victims of a crisis experience a real need to return to normal, but normal as they once knew it is forever gone and changed. Counselors and crisis survivors find the concept of a "new normal" to be very reassuring and accurate.

One of the most important actions is simply to listen and allow victims to express his/her own needs and feelings. Encouragement and support, while avoiding judgmental remarks, is the goal.

When the needs of the victims exceed the immediate resources available to the school, Santa Clara County Mental Health and the agencies working under its umbrella is available to support schools.

Numerous agencies under the Santa Clara County Mental Health Department umbrella currently provide on-going mental health services to students and families both at schools and within the neighborhood communities. These services are provided by licensed therapists, social workers or supervised interns. The services typically involve a one-on-one or family-oriented approach requiring a different skill set than an emergency mental health response to a community or school crisis.

JOINT PROTOCOLS:

To best prepare for and manage the mental health recovery phase, faith-based, private and public school districts within San Jose, Santa Clara, Sunnyvale, Mountain View, Los Altos and Los Altos Hills and the Santa Clara County Department of Mental Health have agreed that:

(1) Schools and/or school districts require, as part of their Memorandums of Understanding with agencies and/or universities, all interns, therapists and mental health workers complete a crisis response training with the Santa Clara County Mental Health Department before reporting to their assigned campuses.

(2) In the event of a major crisis at a school site, or multiple school sites, the school district will determine if additional mental health support is required or anticipated. The District or School Logistics Officer or designee can notify the Ethnic Population Services Specialist at the Santa Clara County Mental Health Department. A licensed mental health representative will immediately be sent to the incident location to conduct an initial assessment and make recommendations to the school/district and Mental Health Department and its partnering agencies as to the requirements for a responding mental health team(s).

(3) The lead supervisor will work in concert with the school/district representative to help identify appropriate teams/agencies that can best address the needs of students, staff and families.

(4) The lead supervisor will work in concert with the school/district representative to ensure that teams have the correct credentials, provide appropriate triage services that do not compromise police/fire investigations and are rotated to avoid fatigue.

(5) In police, fire or district debriefings with school staff, parents and impacted students, a representative from the Santa Clara County Mental Health Department or one of the partnering agencies will be in attendance in order to make referrals for support services as required by the attendees.

Chapter

8

Appendices

Annual Emergency Awareness/ Preparedness Checklists & Forms

The following checklists highlight areas of school operations, maintenance, security, and personnel that may pose opportunities for risk reduction. Use this checklist as a proactive tool to generate awareness over the potential for terrorist acts, at a time when it is needed most.

The recommendations contained in this checklist are not intended to represent or to replace a comprehensive school security program. Such a program would include much more. Many of the procedures included in the checklist are routine in districts with full-time security operations. Whether your school district has full-time security coverage, or has minimal security resources, these recommendations may be used as a focal point around which to build an appropriately renewed sense of awareness.

The following forms are designed to use on an annual basis to meet emergency preparedness requirements. Districts may already have their own forms and can substitute those if desired.

Renaissance Academy

Annual Site Awareness Checklist
2022 – 2024

Recommendation	Steps	Participants	Completed
Review employment screening policy & procedure	☐ Does your screening process include volunteers, cafeteria workers, mechanics, bus drivers, and security, in addition to educational staff? ☐ Does your procedure allow for actual searches of courthouse records, rather than database searches, which are typically not accurate? ☐ Do you searchers do Social Security Number traces to identify any out-of-state venues that should be checked? ☐ Do your outside contracts use due-diligence screening procedures to check the backgrounds of their workers who regularly visit your school?	Security Human Resources	
Review the physical security of bus yards and garages; review transportation security in general	☐ Are vehicle garages alarmed, and are the alarms in working order? ☐ Are fenced-in areas gated, locked, and adequately illuminated at night? ☐ Do drivers do "pilot inspections" of their vehicles before placing them into service each day? Is this done again after each time the vehicle has been left unattended? ☐ Are bus drivers equipped with two-way radios or cell phones? ☐ Are drivers trained to be aware of and to report suspicious vehicles that appear to be following their busses during their routes? ☐ Do drivers keep a student roster for each bus route, to include student name, address, primary and secondary emergency contact numbers, and medical authorization information?	Security Contract Bus Operators Health Staff	
Review the adequacy of physical security in and around campus buildings	☐ Are alarm systems working and have they been tested? This should include main campus buildings as well as maintenance and storage facilities. ☐ Are keys to campus and administration buildings adequately controlled? ☐ Are alarm pass codes changed when an employee leaves the school district? Make sure codes are not shared. ☐ Is exterior lighting working and is illumination adequate? ☐ Is interior lighting (night lighting) working and is illumination adequate?	Security Maintenance Operations	

Recommendation	Steps	Participants	Completed
Review access control procedures and heighten employee awareness	⍰ Are doors that should remain locked from the outside during the day kept locked, and are these doors checked periodically to make sure they are secure? Train all employees to check these doors but consider assigning someone to check them as well. ⍰ Are staff members trained to approach and to "assist" strangers of any age who are observed in and on school property? Report those who have difficulty explaining their presence. ⍰ Has a visitor log and ID badge system been implemented?	Everyone	
Train everyone to recognize and report suspicious activities on campuses.	⍰ Are persons taking pictures or filming campus activities questioned about their authorization to do so? ⍰ Be alert for suspicious vehicles that seem to have no apparent purpose for being on campus, or, that come, go, and then reappear again. ⍰ Are specific individuals assigned to inspect the outside of campus buildings throughout the day, and to report unattended packages or vehicles near building perimeters? ⍰ Have you developed a plan to handle reports of suspicious activity? ⍰ Is everyone trained to report unattended or otherwise suspicious packages found inside campus buildings? Is this specific issue placed on routine checklists for maintenance and custodial personnel? ⍰ Do personnel know what to do if a suspicious package is found? ⍰ Have you considered a policy that requires staff and students to visibly identify backpacks, book bags, briefcases and gym bags with luggage style ID tabs? ⍰ Are food services personnel trained to be aware of suspicious people in their food preparation area? ⍰ When large attendance events occur on campus, are security measures in place and awareness levels heightened to assist in detecting suspicious acts?	Everyone	

Implement a "tip-line" program that allows students, teachers, parents, staff, and other members of the school community to report issues anonymously, if they choose.	☐ Do you have a zero tolerance for verbal threats of any kind? ☐ Do all members of the school community know that any threat, or information about a potential threat, must be reported? And, do they understand that there is no such thing as a threat intended as a joke? ☐ Do students and staff know that they are responsible for informing the principal/site administrator about any information or knowledge of a possible or actual terrorist threat or act? ☐ Have you communicated a hard stand on hoaxes intended to mimic terrorist acts? Do students know that these hoaxes are crimes in themselves?	Student Services Security Human Resources	
Work closely with local law enforcement and health officials.	☐ Have you made local law enforcement a partner in your district plans? ☐ Are parking regulations, particularly fire zone regulations, strictly enforced? ☐ Does local law enforcement have copies of building blueprints, to include ventilation system, and electrical plans? ☐ Has local law enforcement been given the opportunity to conduct exercises on school property and on busses? ☐ Have you determined contact protocol with local health officials if bio-terrorism is suspected?	Security Clinical Staff Crisis Management Team	
Train staff on identifying and handling suspicious packages and letters.	☐ Have you download and posted the FBI advisory (poster) regarding suspicious packages from www.fbi.gov? ☐ Or, the US Postal Inspection Service poster on identifying suspicious packages from www.usps.gov? ☐ Have you considered publicizing the availability of this information to others in the school community for personal use?	Mail room Secretarial Security	

Renaissance Academy
Safety Plan Annual Emergency Plan Checklist
2022 – 2024

Site: **Site Checklist**
Due By: **December 2021**
Submit To: **Student Services, Norma Flores**

This is a checklist to help Principals organize and meet the site requirements mandated by the Emergency Preparedness Plan. It is recommended that each Principal appoint a Site Disaster Committee comprised of staff, PTA, and students (optional), to help carry out the tasks of this checklist.

Check		Requirement
__	1.	Read the District Disaster Plan, and know the responsibilities of the site manager
__		Designate a second-in-command and a backup
__	3.	Orient staff to District Disaster Plan, review site procedures (staff meeting)
__	4.	Update site plan, assign staff responsibilities (complete staff roster sheet)
__	5.	Schedule necessary training (First Aid, CPR, Search & Rescue)
__	6.	Schedule drills: Fire, Earthquake, Code Red, Communications
__	7.	Complete site map, post as required, and forward a copy to Student Services
__	8.	Complete Site Hazard Survey
__	9.	Complete Classroom Hazard Survey Summary
__	10.	Submit Classroom Hazard Survey Summary to Student Services
__	11	Participate in test of District Radios
__	12	Check battery-operated radios
__	13	Check location and condition of 2 meter radio antennae and the base for installing the antennae if appropriate.
__	14	Complete supplies and equipment inventory to include classroom emergency kits
__	15	Order supplies and equipment as necessary
__	16	Evacuation areas/alternative identified for all classes
__	17	Communications to parents and students about disaster procedures
__		District Student Release Policy
__		Emergency Information Cards
__	18	Complete Emergency I.D. Tags collected and put into Classroom Emergency Kits if appropriate.
__	19	Assess food supplies as applicable.
__	20	Meet with child care provider and coordinate disaster preparedness plans

Renaissance Academy
Annual Site Hazard Survey
2022 – 2024

Site Hazard Survey I

Principals are required to conduct an annual Site Hazard Survey. The survey should be completed early each fall, signed, and submitted to the Student Services by November 20, 2012. (Please put N/A by any items that are not applicable.)

The purpose of the Site Hazard Survey is to check for safety hazards outside of the classroom. The survey shall include evaluation of interior and exterior portions of buildings as well as school grounds.

The Site Hazard Survey shall include assessment of the following areas.

- ❒ 1. Proximity of toxic, flammable, corrosive, chemically, or reactive materials
- ❒ 2. Proximity of high voltage power lines has been considered in establishing the site evacuation plan
- ❒ 3. Likelihood and possible effects of flooding or landslides
- ❒ 4. Probably safety of evacuation areas after an earthquake; proximity of gas, water, and sewer lines, or sprinklers
- ❒ 5. Water heaters are strapped
- ❒ 6. Objects that restrict people from moving to a safe place (tables an desks in hallways) etc.
- ❒ 7. Janitorial areas: storage of tools and cleaning chemicals (keep a 3 foot clearance in front of all electrical panels)
- ❒ 8. Storerooms: heavy items stored on high shelves, shelving secured (keep 3 foot clearance in front of all electrical panels)
- ❒ 9. All computers and peripherals should be situated so as not to create a tipping hazard
- ❒ 10. Machine shop and woodshop: equipment should be bolted down
- ❒ 11. Large and heavy office machines: restrained and located where they will not slide, fall off computers, or block exits
- ❒ 12. Sound system speakers and spotlights: secure
- ❒ 13. Compressed gas cylinders: secured top and bottom with a safety chain
- ❒ 14. Weight room/motor development room equipment: racks anchored and weights properly stored
- ❒ 15. Laboratory chemicals on shelves: restrained

Renaissance Academy
Annual Site Hazard Survey II
2022-2024

GENERAL GUIDELINES	OK	Needs Attention	Comments
CAMPUS			
Signs Posted, Controlled Access			
Traffic review, parking, fire lanes			
Adequate surfacing, lighting			
Safety Plan			
Required Postings			
ASSEMBLY ROOMS			
Exits clear, exit & emergency lights			
Floors, seating maintained			
Stage: clean, clear exits, wiring			
Kitchen: clean, safe food storage			
ATHLETIC FACILITIES			
Bleachers, fences, backstops			
Stairs, ramps, walkways, gates			
Surfacing in common areas			
Equipment			
INDUSTRIAL ARTS			
All guards, shields, covers in place			
Aisles clear, material storage			
First aid kits; eye wash operable			
Dust collection/housekeeping			
Compressed gas cylinders secure			
Protective equipment, safety training			
Safety signs posted, enforced			
SCIENCE ROOMS			
Hazardous material storage			
Adequate ventilation, fume hoods			

Eyewash, gas shut-off			
Safety training			
Safety signs posted, enforced			
EMERGENCY PREPAREDNESS			
Fire extinguishers checked monthly			
Fire and Earthquake drills conducted			
First Aid Equipment in place			
Evacuation routes posted			
Staff Training on Emergency Procedures			

Renaissance Academy
Annual Classroom Hazard Survey
2022-2024

Nonstructural hazards are caused by the furnishings and nonstructural elements of a building. Anything that does not actually hold the building up is nonstructural, including floors, ceilings, windows, and all furnishings. In California schools, nonstructural hazards represent the greatest threat to the safety of students and staff. Eliminating these hazards can reduce injuries significantly.

Each Fall, every teacher shall assess his/her classroom for hazards and correct any he/she can; items he/she cannot correct will be submitted to the principal on this form by November 20th. The principal shall submit a completed copy of the school needs with the principal's checklist by November 20th to Student Services.

ROOM NUMBER	
Deficiencies to be corrected by maintenance staff:	
Free standing shelves over 4 feet tall secured to floor or wall	
File cabinets bolted to wall	
File cabinet drawers have latches	
Paints and chemicals restrained on shelves	
Wall-mounted objects are secured	
Sound system speakers are secured to building	
TV securely fastened to platform or cart	
Deficiencies to be corrected by school personnel:	
Heavy objects removed from high shelves	
Aquariums located on low counter or restrained	
Computers fastened to work station	
Desks and tables cannot block exits	
Cabinets or equipment on wheels cannot block doorway	

Renaissance Academy
Safety Plan Annual Drill Report
2022-2024

Date	Time		Please place a ✔ below for which drill has been completed.					Principal's Signature
	Start	End	Radio Communications	Fire	Earthquake	Code Red	Other Drills	

2022-2024 Renaissance Academy
ANNUAL DISASTER SERVICE WORKER SURVEY

General Information		
1. Name	Renaissance Academy	
2. Position	Public School	
3. Location	1720 Hopkins Drive San Jose, CA 95122	
4. Work Phone/Ext.	408-928-1950	
5. Home Phone		
Specialized Skills		
1. Bilingual?	Yes: 4	If yes, Language(s):
2. CPR Certified?	None	If yes, Expiration Date:
		If no, are you willing to be trained? Yes: No:
3. First Aid Certified?	None	If yes, Expiration Date:
		If no, are you willing to be trained? Yes: No:
4. CERT (Trained?	None	If yes, Expiration Date:
		If no, are you willing to be trained? Yes: No:
5. Simple Triage/Rapid Assessment Trained?	None	If yes, Expiration Date:
		If no, are you willing to be trained? Yes: No:
Personal Responsibilities		
1. Children?	Yes: 9	If yes, ages:
2. Special needs?	None	If yes, please describe:
2. Elderly parents?	Yes: 2	Comments:
3. Pets?	Yes: 4	Comments:
4. Other caregivers available?		Comments:
5. Other		
In an Emergency – Confidential		
1. Anything you want us to know? Special Needs? Medications?		

2. Other:

2022 - 2024
AMERICAN RED CROSS

RECOMMENDED EMERGENCY SUPPLIES FOR SCHOOLS

Drawn from lists created by the California Senate Select Committee on the Northridge Earthquake, Task Force on Education, August 1994

Introduction

What to Store

Begin with an analysis of the hazards of the area. Is your school threatened by tornadoes? Earthquakes? Is emergency assistance close at hand or would you have to wait for help if the entire community has been impacted? Do you think you will need tools for clearing debris? Remember that any school in the country could be locked down due to an intruder or gunfire in the area, so all schools should be prepared to have their students stuck inside the building for many hours. Similarly, all schools face the potential of a hazardous materials spill nearby, requiring the school to shelter-in-place with doors and windows closed and heating systems off. Adjust the supplies for extreme heat or cold temperatures. If your plan includes Search & Rescue teams for light search and rescue following an earthquake, tornado or other damaging event, stock supplies for the number of teams assigned.

Budget

Adjust the list, prioritizing for limited budget and storage space, if necessary. Develop a plan to phase in the supplies. Contact local service clubs and vendors for assistance.

How Much to Store

Make some planning assumptions. Do most of your students' families live nearby or do some of them commute long distances? Some schools could be cut off for days if a bridge or the main highway is blocked. If you determine that most of your students could be picked up in most emergencies within a day, then begin by stocking supplies for one day. Some schools plan that half their student body will be picked up by parents within one day, half the remainder within a day, and the remainder within another day; these schools stock supplies for 100% for day one, 50% for day two, plus 25% for day three. Other schools stock supplies for 3 days, the recommendation of many emergency management agencies. Remember to factor in the number of staff and other adults who may be on campus.

Storage

Determine where to store emergency supplies. Every classroom should have some supplies and there should be a cache of supplies for the whole school. Many schools in California and other states threatened by earthquakes use outdoor storage, anticipating the possibility of having to care for students outside the buildings. They use an existing building or a cargo container, also called a land-sea container, purchased used and installed near the emergency assembly area. Schools with limited budgets and/or temperature extremes may opt to store their supplies in various caches throughout the school facility, primarily in locked closets or classrooms. Many schools stock supplies in (new) trash barrels on wheels. Do not store water in the barrels because it may leak and destroy everything else. Make sure that there are keys to ensure access to the supplies during an emergency, including access by programs such as day care and after-school events. Plan an annual inventory, replacing water and other items with limited shelf life as necessary.

Recommended Supplies
The following lists address classroom kits, supplies for the whole school and Search & Rescue gear.

Classroom Kit

- Leather Work gloves
- Latex gloves: 6 pairs
- Safety goggles: 1 pair
- Small First Aid kit
- Pressure dressings: 3
- Crow bar
- Space blankets: 3
- Tarp or ground cover
- Student accounting forms (blank)
- Student emergency cards
- Buddy classroom list
- Pens, paper
- Whistle
- Student activities
- Duct Tape: 2 rolls (for sealing doors and windows)
- Scissors
- Suitable container for supplies (5-gallon bucket or backpack)
- Drinking water and cups (stored separately)
- Toilet supplies (large bucket, used as container for supplies and toilet when needed, with 100 plastic bags, toilet paper, and hand washing supplies)
- Portable radio, batteries or other communication system
- Flashlight, batteries
- Push broom (if classroom includes wheel chairs)

Supplies for the Whole School: Water, First Aid, Sanitation, Tools, Food

Water

- ½ gallon per person per day times three days, with small paper cups

First Aid

- Compress, 4 x 4": 1000 per 500 students
- Compress, 8 x 10": 150 per 500 students
- Elastic bandage: 2-inch: 12 per campus; 4-inch: 12 per campus
- Triangular bandage: 24 per campus
- Cardboard splints: 24 each, small, medium, large
- Butterfly bandages: 50 per campus
- Water in small sealed containers: 100 (for flushing wounds, etc.)
- Hydrogen peroxide: 10 pints per campus
- Bleach, 1 small bottle
- Plastic basket or wire basket stretchers or backboards: 1.5/100 students
- Scissors (paramedic): 4 per campus
- Tweezers: 3 assorted per campus
- Triage tags: 50 per 500 students

- Latex gloves: 100 per 500 students
- Oval eye patch: 50 per campus
- Tapes: 1" cloth: 50 rolls per campus; 2" cloth: 24 per campus
- Dust masks: 25 per 100 students
- Disposable blanket: 10 per 100 students
- First Aid books: 2 standard and 2 advanced per campus
- Space blankets: 1 per student and staff
- Heavy duty rubber gloves: 4 pairs

Sanitation Supplies (if not supplied in the classroom kits)

- 1 toilet kit per 100 students/staff, to include:
- 1 portable toilet, privacy shelter, 20 rolls toilet paper, 300 wet wipes, 300 plastic bags with ties, 10 large plastic trash bags
- Soap and water, in addition to the wet wipes, is strongly advised.

Tools per Campus

- Barrier tape, 3" x 1000": 3 rolls
- Pry bar
- Pick ax
- Sledge hammer
- Shovel
- Pliers
- Bolt cutters
- Hammer
- Screwdrivers
- Utility knife
- Broom
- Utility shut off wrench: 1 per utility

Other Supplies

- Folding tables, 3' x 6': 3-4
- Chairs: 12-16
- Identification vests for staff, preferably color-coded per school plan
- Clipboards with emergency job descriptions
- Office supplies: pens, paper, etc.
- Signs for student request and release
- Alphabetical dividers for request gate
- Copies of all necessary forms
- Cable to connect car battery for emergency power

Food

- The bulk of stored food should be easy to serve, non-perishable and not need refrigeration or heating after opening. Food is generally considered a low priority item, except for those with diabetes and certain other specific medical conditions. One method used by schools is to purchase food at the beginning of the school year and donate it to charity at the end of the year. A supply of granola bars, power bars, or similar food which is easy to distribute, may be helpful. Some schools store hard candy, primarily for its comfort value.

Search & Rescue Equipment

Training on how to do light Search & Rescue is required—contact your local fire department for information on whether such training is offered in your community.

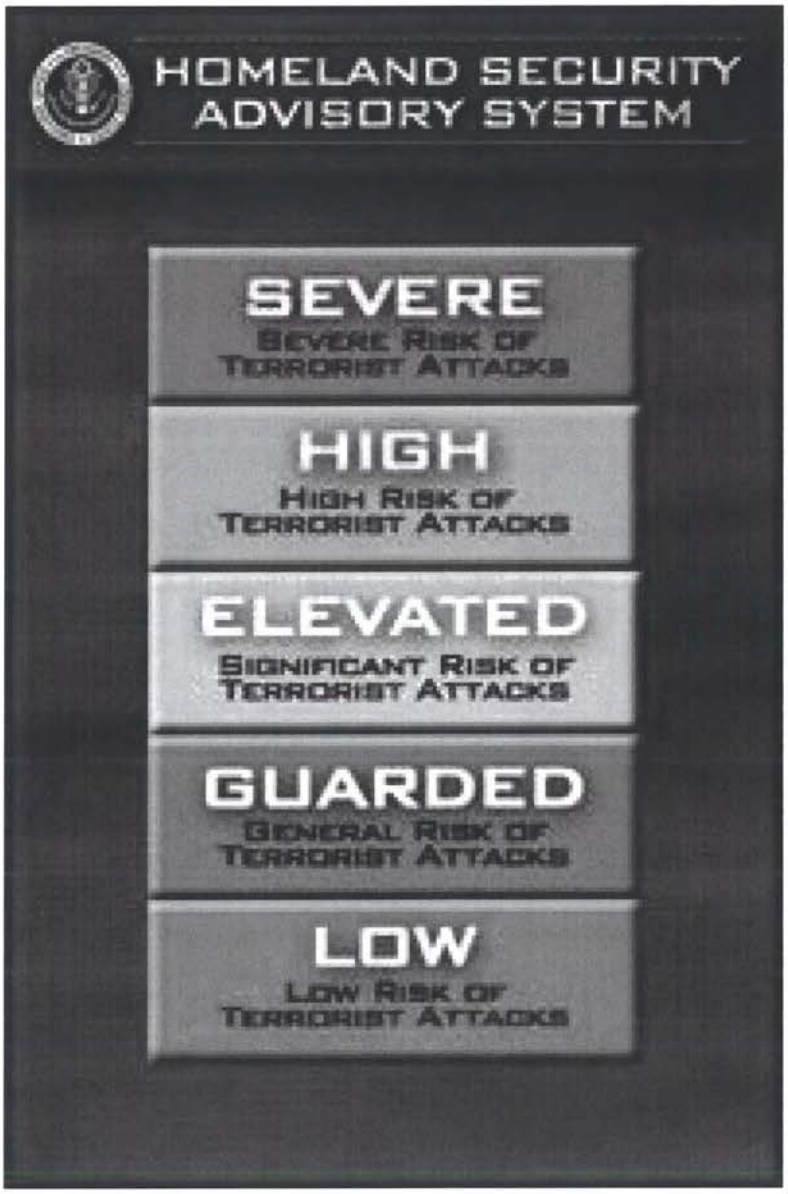
Protective Gear per S&R Team Member

- Hard hat, OSHA approved
- Identification vest
- Leather work gloves
- Safety Goggles
- Dust mask
- Flash light, extra batteries
- Duffel or tote bag to carry equipment

Gear per S&R Team

- Backpack with First Aid supplies
- Master Keys

Homeland Security Advisory System



Homeland Security Advisory System
(Adapted for Santa Clara County)

The Homeland Security Advisory System provides a comprehensive and effective means to disseminate information regarding the risk of terrorist acts to Federal, State, and local authorities and to the American people. This system provides warnings in the form of a set of graduated "Threat Conditions" that increase as the risk of the threat increases. At each Threat Condition, Federal departments and agencies would implement a corresponding set of "Protective Measures" to further reduce vulnerability or increase response capability during a period of heightened alert.

The following protective measures are general guidelines for schools. **In the event that the threat level increases to RED, school districts may or may not need to take specific protective action. The nature of the emergency will dictate the response.**

Threat Conditions and Recommended Protective Measures

The following Threat Conditions each represent an increasing risk of terrorist attacks. Beneath each Threat Condition are some suggested protective measures. Each school district is responsible for developing and implementing appropriate specific emergency plans.

GREEN: LOW RISK OF TERRORIST ATTACK

This condition is declared when there is a low risk of terrorist attacks. The following general measures should be considered in addition to any specific plans that are developed and implemented:

- Assign the responsibility for action to the School Emergency Manager to ensure all checklist items are completed.
- Refine and exercise as appropriate, school and district emergency plans.
- Train teachers and staff on the Homeland Security Advisory System and specific emergency plans.
- Assess school sites for proximity and vulnerability to potential terrorist targets (i.e. Commercial occupancies with potential hazards, utility companies, etc) updating plans as needed.
- Develop and implement security procedures, (Assign a member of the school staff to ensure that this checklist item is completed).
- Conduct routine inventories of emergency supplies and medical kits.
- Include a weekly check of the generator when applicable.
- Know how to turn off water, power, and gas to your facilities.
- Budget for security measures.
- Advise all personnel to report the presence of unknown suspicious persons, vehicles, mail, and other suspicious activities.
- Develop visitor identification and sign in procedures.
- Arrange for staff members to take a First Aid/CPR course.
- All school keys should include the provision for "Do Not Duplicate"
- Review and update the Emergency Call-in List.

BLUE: GENERAL RISK OF TERRORIST ATTACK

This condition is declared when there is a general risk of terrorist attacks. All general measures listed in green alert conditions should be taken, and the following general measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Check and test emergency communications, coordinate with all school sites and staff.
- Review and update emergency response procedures.
- Provide parents or guardians with any information that would strengthen a school's ability to respond to a terrorist threat.
- Mark keys with "Do Not Duplicate". (See Condition Green)
- Conduct routine perimeter checks of site, checking integrity of fencing, locks, and ensuring appropriate security signage is in place.
- Review and update emergency call-in list.
- Review current emergency communication plan to notify parents in times of emergency; disseminate information to families of students, staff, and faculty.
- Test your generator once per week.

YELLOW: SIGNIFICANT RISK OF TERRORIST ATTACK

An Elevated Condition is declared when there is a significant risk of terrorist attacks. All general measures listed in green and blue alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Review whether the precise characteristics of the threat require the further refinement of any current emergency plans.
- Implement, as appropriate, contingency emergency response plans.
- Identify and monitor government sources for warnings.
- Review mail handling, and delivery of packages procedure with staff.
- Consider escorts for building visitors.
- Check site for potential hazards such as unattended packages, unauthorized vehicles, or perimeter violations.
- Increase perimeter checks of site, check buildings for unattended packages, and report any suspicious activity or circumstances to law enforcement immediately.
- Test your generator once per week.

ORANGE: HIGH RISK OF TERRORIST ATTACK

A High Condition is declared when there is a high risk of terrorist attacks. All general measures listed in green, blue, and yellow alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Communicate the change in threat level to all staff members.
- Identify the need for any additional security and coordinating efforts, if necessary, with your local Emergency Manager.
- Be alert to parent, staff, student concerns to determine when/how to communicate.
  a. Communication should focus on reassurance that school is a safe place
     i. Reminder – schools have existing safety plans
     ii. Reminder – schools practice their safety procedures
     iii. Reminder – schools have an outstanding ongoing working relationship with law enforcement and excellent communication networks.
- Evaluate school events and take additional precautions, if necessary.
- Consider assigning mental health counselors for students, staff and faculty, if needed.
- Discuss student's fears concerning possible terrorist attacks and offer available resources.
- Consider reducing site ingress and egress points to an absolute minimum.
- Refuse access to people who do not have identification or a legitimate need to enter the site.
- Inspect all deliveries; restrict parking near buildings, and report suspicious vehicles to local law enforcement.
- Consider parking controls or special restrictions at all sites
- Test your generator once per week.

RED: SEVERE RISK OF TERRORIST ATTACK

A Severe Condition reflects a severe risk of terrorist attacks. **Under most circumstances, the protective measures for a Severe Condition are not intended to be sustained for substantial periods of time. The Santa Clara County Emergency Operations Center, located at 4985 Broader Blvd. Dublin, will be occupied initially during the first 24 hours** of a RED threat level. (Continued operation will be determined on an as-need basis.)

The Santa Clara County Office of Education will provide staff at the **Santa Clara County Office of Emergency Operations Center** to serve as a communication link and information clearinghouse to all districts in the county. Information will be disseminated as warranted through mass e-mail, telephone, or via amateur radio to the identified School Emergency Managers in each district.

All general measures listed in green, blue, yellow, and orange alert conditions should be taken, and the following measures should be considered, in addition to any specific plans that are developed and implemented:

- Make contact with your day-to-day local Emergency Manager or assigned contact to ensure a reliable line of communication during the red level.
- Test communication lines - including e-mail link to ACOE, telephone lines, or amateur radio.
- Make sure cellular phone is charged and ready along with adequate batteries for AM/FM radios, pagers, etc.
- Communicate the change in threat level to all staff members.
- Monitor e-mails and telephone calls from the ALCO EOC for updates during crisis.
- Gather and provide related information to students, staff and parents.
    A. review communication guidelines under Orange Threat Level
    B. reminder – In the event of a RED threat level, school districts have a direct communication link via amateur radio to the Santa Clara County Emergency Operations Center. They receive timely, accurate information, from which to make decisions affecting the safety and welfare of students.
- Assess the threat condition on a regular basis and evaluate whether any further protective measures are needed.
- Consider canceling special events.
- Consider closing campuses, if necessary.
- Maintain close contact with your local Emergency Manager.
- Monitor all deliveries and mail to your buildings.
- Provide security for parking lots; deploy personnel to observe and report to Law Enforcement to protect facility.
- Be prepared to Evacuate, Lockdown, or Shelter in Place if ordered.
- Ensure mental health counselors are available for students, staff and faculty.

Listed below are websites that provide additional information.

http://www.ready.gov	Disaster Preparedness Information
http://:www.whitehouse.gov	White House
http://:www.dhs.gov	Federal Department of Homeland Security
http://:www.nasponline.org	National Association of School Psychologists
http://www.fema.gov/	Federal Emergency Management Agency
http://www.oes.ca.gov/	California Office of Emergency Services
http://www.bt.cdc.gov/	Centers for Disease Control and Prevention
http://www.fbi.gov/	Federal Bureau of Investigation
http://www.sccoe.org/	Santa Clara County Office of Education

9.01

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **CSEA Chapter #305 and Teamsters Local #150 Salary Schedule Correction (Information only).**

Staff Analysis:

Updated CSEA Chapter #305 and Teamsters Local #150 2021-2022 Salary Schedules with corrected daily rate calculations. Annual and Monthly salaries remain the same.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Information Only**

Meeting: April 14, 2022
Regular Board Meeting

9.01

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
12 MONTH SALARY SCHEDULE
CSEA
2021-22 (3.25%)

Board Approved: Pending
Effective: July 1, 2021

		01	02	03	04	05	06	09	12	15	18	21
1.0	ANN	$ 32,130.06	$ 33,213.10	$ 34,296.14	$ 35,490.25	$ 36,739.91	$ 38,183.96	$ 40,377.80	$ 42,460.56	$ 44,654.40	$ 46,820.47	$ 49,504.46
	MO	$ 2,677.51	$ 2,767.76	$ 2,858.01	$ 2,957.52	$ 3,061.66	$ 3,182.00	$ 3,364.82	$ 3,538.38	$ 3,721.20	$ 3,901.71	$ 4,125.37
	DAY	$ 123.10	$ 127.25	$ 131.40	$ 135.98	$ 140.77	$ 146.30	$ 154.70	$ 162.68	$ 171.09	$ 179.39	$ 189.67
	HRS	$ 15.39	$ 15.91	$ 16.43	$ 17.00	$ 17.60	$ 18.29	$ 19.34	$ 20.34	$ 21.39	$ 22.42	$ 23.71
1.5	ANN	$ 32,824.32	$ 33,851.81	$ 35,045.93	$ 36,017.89	$ 37,323.08	$ 38,794.90	$ 40,933.20	$ 43,127.04	$ 45,237.58	$ 47,486.96	$ 50,261.75
	MO	$ 2,735.36	$ 2,820.98	$ 2,920.49	$ 3,001.49	$ 3,110.26	$ 3,232.91	$ 3,411.10	$ 3,593.92	$ 3,769.80	$ 3,957.25	$ 4,188.48
	DAY	$ 125.76	$ 129.70	$ 134.28	$ 138.00	$ 143.00	$ 148.64	$ 156.83	$ 165.24	$ 173.32	$ 181.94	$ 192.57
	HRS	$ 15.72	$ 16.21	$ 16.78	$ 17.25	$ 17.88	$ 18.58	$ 19.60	$ 20.65	$ 21.67	$ 22.74	$ 24.07
2.0	ANN	$ 33,213.10	$ 34,296.14	$ 35,490.25	$ 36,739.91	$ 38,183.96	$ 39,461.38	$ 41,571.92	$ 43,793.53	$ 45,904.06	$ 48,181.21	$ 50,906.85
	MO	$ 2,767.76	$ 2,858.01	$ 2,957.52	$ 3,061.66	$ 3,182.00	$ 3,288.45	$ 3,464.33	$ 3,649.46	$ 3,825.34	$ 4,015.10	$ 4,242.24
	DAY	$ 127.25	$ 131.40	$ 135.98	$ 140.77	$ 146.30	$ 151.19	$ 159.28	$ 167.79	$ 175.88	$ 184.60	$ 195.05
	HRS	$ 15.91	$ 16.43	$ 17.00	$ 17.60	$ 18.29	$ 18.90	$ 19.91	$ 20.97	$ 21.98	$ 23.08	$ 24.38
2.5	ANN	$ 33,851.81	$ 35,045.93	$ 36,017.89	$ 37,323.08	$ 38,794.90	$ 40,211.18	$ 42,377.25	$ 44,571.09	$ 46,737.16	$ 48,875.47	$ 51,523.90
	MO	$ 2,820.98	$ 2,920.49	$ 3,001.49	$ 3,110.26	$ 3,232.91	$ 3,350.93	$ 3,531.44	$ 3,714.26	$ 3,894.76	$ 4,072.96	$ 4,293.66
	DAY	$ 129.70	$ 134.28	$ 138.00	$ 143.00	$ 148.64	$ 154.07	$ 162.36	$ 170.77	$ 179.07	$ 187.26	$ 197.41
	HRS	$ 16.21	$ 16.78	$ 17.25	$ 17.88	$ 18.58	$ 19.26	$ 20.30	$ 21.35	$ 22.38	$ 23.41	$ 24.68
3.0	ANN	$ 34,296.14	$ 35,490.25	$ 36,739.91	$ 38,183.96	$ 39,461.38	$ 40,905.43	$ 43,043.73	$ 45,209.81	$ 47,320.34	$ 49,541.95	$ 52,253.15
	MO	$ 2,858.01	$ 2,957.52	$ 3,061.66	$ 3,182.00	$ 3,288.45	$ 3,408.79	$ 3,586.98	$ 3,767.48	$ 3,943.36	$ 4,128.50	$ 4,354.43
	DAY	$ 131.40	$ 135.98	$ 140.77	$ 146.30	$ 151.19	$ 156.73	$ 164.92	$ 173.22	$ 181.30	$ 189.82	$ 200.20
	HRS	$ 16.43	$ 17.00	$ 17.60	$ 18.29	$ 18.90	$ 19.59	$ 20.61	$ 21.65	$ 22.66	$ 23.73	$ 25.03
3.5	ANN	$ 35,045.93	$ 36,017.89	$ 37,323.08	$ 38,794.90	$ 40,211.18	$ 41,627.46	$ 43,821.30	$ 45,987.37	$ 48,208.98	$ 50,402.82	$ 53,094.58
	MO	$ 2,920.49	$ 3,001.49	$ 3,110.26	$ 3,232.91	$ 3,350.93	$ 3,468.95	$ 3,651.77	$ 3,832.28	$ 4,017.42	$ 4,200.24	$ 4,424.55
	DAY	$ 134.28	$ 138.00	$ 143.00	$ 148.64	$ 154.07	$ 159.49	$ 167.90	$ 176.20	$ 184.71	$ 193.11	$ 203.43
	HRS	$ 16.78	$ 17.25	$ 17.88	$ 18.58	$ 19.26	$ 19.94	$ 20.99	$ 22.02	$ 23.09	$ 24.14	$ 25.43
4.0	ANN	$ 35,490.25	$ 36,739.91	$ 38,183.96	$ 39,461.38	$ 40,905.43	$ 42,377.25	$ 44,571.09	$ 46,737.16	$ 48,875.47	$ 51,013.77	$ 53,711.64
	MO	$ 2,957.52	$ 3,061.66	$ 3,182.00	$ 3,288.45	$ 3,408.79	$ 3,531.44	$ 3,714.26	$ 3,894.76	$ 4,072.96	$ 4,251.15	$ 4,475.97
	DAY	$ 135.98	$ 140.77	$ 146.30	$ 151.19	$ 156.73	$ 162.36	$ 170.77	$ 179.07	$ 187.26	$ 195.46	$ 205.79
	HRS	$ 17.00	$ 17.60	$ 18.29	$ 18.90	$ 19.59	$ 20.30	$ 21.35	$ 22.38	$ 23.41	$ 24.43	$ 25.72
4.5	ANN	$ 36,017.89	$ 37,323.08	$ 38,794.90	$ 40,211.18	$ 41,627.46	$ 43,127.04	$ 45,237.58	$ 47,486.96	$ 49,541.95	$ 51,735.79	$ 54,468.93
	MO	$ 3,001.49	$ 3,110.26	$ 3,232.91	$ 3,350.93	$ 3,468.95	$ 3,593.92	$ 3,769.80	$ 3,957.25	$ 4,128.50	$ 4,311.32	$ 4,539.08
	DAY	$ 138.00	$ 143.00	$ 148.64	$ 154.07	$ 159.49	$ 165.24	$ 173.32	$ 181.94	$ 189.82	$ 198.22	$ 208.69
	HRS	$ 17.25	$ 17.88	$ 18.58	$ 19.26	$ 19.94	$ 20.65	$ 21.67	$ 22.74	$ 23.73	$ 24.78	$ 26.09
5.0	ANN	$ 36,739.91	$ 38,183.96	$ 39,461.38	$ 40,905.43	$ 42,377.25	$ 43,987.92	$ 46,153.99	$ 48,320.06	$ 50,486.13	$ 52,679.98	$ 55,422.56
	MO	$ 3,061.66	$ 3,182.00	$ 3,288.45	$ 3,408.79	$ 3,531.44	$ 3,665.66	$ 3,846.17	$ 4,026.67	$ 4,207.18	$ 4,390.00	$ 4,618.55
	DAY	$ 140.77	$ 146.30	$ 151.19	$ 156.73	$ 162.36	$ 168.54	$ 176.84	$ 185.13	$ 193.43	$ 201.84	$ 212.35
	HRS	$ 17.60	$ 18.29	$ 18.90	$ 19.59	$ 20.30	$ 21.07	$ 22.10	$ 23.14	$ 24.18	$ 25.23	$ 26.54
5.5	ANN	$ 37,323.08	$ 38,794.90	$ 40,211.18	$ 41,627.46	$ 43,127.04	$ 44,737.71	$ 46,959.32	$ 49,097.63	$ 51,263.70	$ 53,485.31	$ 56,235.94
	MO	$ 3,110.26	$ 3,232.91	$ 3,350.93	$ 3,468.95	$ 3,593.92	$ 3,728.14	$ 3,913.28	$ 4,091.47	$ 4,271.97	$ 4,457.11	$ 4,686.33
	DAY	$ 143.00	$ 148.64	$ 154.07	$ 159.49	$ 165.24	$ 171.41	$ 179.92	$ 188.11	$ 196.41	$ 204.92	$ 215.46
	HRS	$ 17.88	$ 18.58	$ 19.26	$ 19.94	$ 20.65	$ 21.43	$ 22.49	$ 23.51	$ 24.55	$ 25.62	$ 26.93
6.0	ANN	$ 38,183.96	$ 39,461.38	$ 40,905.43	$ 42,377.25	$ 43,987.92	$ 45,737.44	$ 47,820.20	$ 50,069.58	$ 52,180.11	$ 54,401.73	$ 57,189.57
	MO	$ 3,182.00	$ 3,288.45	$ 3,408.79	$ 3,531.44	$ 3,665.66	$ 3,811.45	$ 3,985.02	$ 4,172.47	$ 4,348.34	$ 4,533.48	$ 4,765.80
	DAY	$ 146.30	$ 151.19	$ 156.73	$ 162.36	$ 168.54	$ 175.24	$ 183.22	$ 191.84	$ 199.92	$ 208.44	$ 219.12
	HRS	$ 18.29	$ 18.90	$ 19.59	$ 20.30	$ 21.07	$ 21.90	$ 22.90	$ 23.98	$ 24.99	$ 26.05	$ 27.39

		01	02	03	04	05	06	09	12	15	18	21
6.5	ANN	$ 38,794.90	$ 40,211.18	$ 41,627.46	$ 43,127.04	$ 44,737.71	$ 46,403.92	$ 48,569.99	$ 50,736.07	$ 52,929.91	$ 55,179.29	$ 57,946.86
	MO	$ 3,232.91	$ 3,350.93	$ 3,468.95	$ 3,593.92	$ 3,728.14	$ 3,866.99	$ 4,047.50	$ 4,228.01	$ 4,410.83	$ 4,598.27	$ 4,828.91
	DAY	$ 148.64	$ 154.07	$ 159.49	$ 165.24	$ 171.41	$ 177.79	$ 186.09	$ 194.39	$ 202.80	$ 211.41	$ 222.02
	HRS	$ 18.58	$ 19.26	$ 19.94	$ 20.65	$ 21.43	$ 22.22	$ 23.26	$ 24.30	$ 25.35	$ 26.43	$ 27.75
7.0	ANN	$ 39,461.38	$ 40,905.43	$ 42,377.25	$ 43,987.92	$ 45,737.44	$ 47,320.34	$ 49,541.95	$ 51,708.02	$ 53,846.32	$ 56,067.93	$ 58,872.44
	MO	$ 3,288.45	$ 3,408.79	$ 3,531.44	$ 3,665.66	$ 3,811.45	$ 3,943.36	$ 4,128.50	$ 4,309.00	$ 4,487.19	$ 4,672.33	$ 4,906.04
	DAY	$ 151.19	$ 156.73	$ 162.36	$ 168.54	$ 175.24	$ 181.30	$ 189.82	$ 198.12	$ 206.31	$ 214.82	$ 225.56
	HRS	$ 18.90	$ 19.59	$ 20.30	$ 21.07	$ 21.90	$ 22.66	$ 23.73	$ 24.76	$ 25.79	$ 26.85	$ 28.20
7.5	ANN	$ 40,211.18	$ 41,627.46	$ 43,127.04	$ 44,737.71	$ 46,403.92	$ 48,292.29	$ 50,402.82	$ 52,596.67	$ 54,762.74	$ 56,901.04	$ 59,629.73
	MO	$ 3,350.93	$ 3,468.95	$ 3,593.92	$ 3,728.14	$ 3,866.99	$ 4,024.36	$ 4,200.24	$ 4,383.06	$ 4,563.56	$ 4,741.75	$ 4,969.14
	DAY	$ 154.07	$ 159.49	$ 165.24	$ 171.41	$ 177.79	$ 185.03	$ 193.11	$ 201.52	$ 209.82	$ 218.01	$ 228.47
	HRS	$ 19.26	$ 19.94	$ 20.65	$ 21.43	$ 22.22	$ 23.13	$ 24.14	$ 25.19	$ 26.23	$ 27.25	$ 28.56
8.0	ANN	$ 40,905.43	$ 42,377.25	$ 43,987.92	$ 45,737.44	$ 47,320.34	$ 49,292.02	$ 51,430.32	$ 53,651.93	$ 55,790.23	$ 57,984.07	$ 60,779.70
	MO	$ 3,408.79	$ 3,531.44	$ 3,665.66	$ 3,811.45	$ 3,943.36	$ 4,107.67	$ 4,285.86	$ 4,470.99	$ 4,649.19	$ 4,832.01	$ 5,064.97
	DAY	$ 156.73	$ 162.36	$ 168.54	$ 175.24	$ 181.30	$ 188.86	$ 197.05	$ 205.56	$ 213.76	$ 222.16	$ 232.87
	HRS	$ 19.59	$ 20.30	$ 21.07	$ 21.90	$ 22.66	$ 23.61	$ 24.63	$ 25.70	$ 26.72	$ 27.77	$ 29.11
8.5	ANN	$ 41,627.46	$ 43,127.04	$ 44,737.71	$ 46,403.92	$ 48,292.29	$ 50,069.58	$ 52,180.11	$ 54,401.73	$ 56,540.03	$ 58,733.87	$ 61,536.99
	MO	$ 3,468.95	$ 3,593.92	$ 3,728.14	$ 3,866.99	$ 4,024.36	$ 4,172.47	$ 4,348.34	$ 4,533.48	$ 4,711.67	$ 4,894.49	$ 5,128.08
	DAY	$ 159.49	$ 165.24	$ 171.41	$ 177.79	$ 185.03	$ 191.84	$ 199.92	$ 208.44	$ 216.63	$ 225.03	$ 235.77
	HRS	$ 19.94	$ 20.65	$ 21.43	$ 22.22	$ 23.13	$ 23.98	$ 24.99	$ 26.05	$ 27.08	$ 28.13	$ 29.47
9.0	ANN	$ 42,377.25	$ 43,987.92	$ 45,737.44	$ 47,320.34	$ 49,292.02	$ 51,180.39	$ 53,346.46	$ 55,540.30	$ 57,761.91	$ 59,927.99	$ 62,630.85
	MO	$ 3,531.44	$ 3,665.66	$ 3,811.45	$ 3,943.36	$ 4,107.67	$ 4,265.03	$ 4,445.54	$ 4,628.36	$ 4,813.49	$ 4,994.00	$ 5,219.24
	DAY	$ 162.36	$ 168.54	$ 175.24	$ 181.30	$ 188.86	$ 196.09	$ 204.39	$ 212.80	$ 221.31	$ 229.61	$ 239.96
	HRS	$ 20.30	$ 21.07	$ 21.90	$ 22.66	$ 23.61	$ 24.51	$ 25.55	$ 26.60	$ 27.66	$ 28.70	$ 30.00
9.5	ANN	$ 43,127.04	$ 44,737.71	$ 46,403.92	$ 48,292.29	$ 50,069.58	$ 52,096.80	$ 54,290.64	$ 56,428.95	$ 58,650.56	$ 60,816.63	$ 63,556.43
	MO	$ 3,593.92	$ 3,728.14	$ 3,866.99	$ 4,024.36	$ 4,172.47	$ 4,341.40	$ 4,524.22	$ 4,702.41	$ 4,887.55	$ 5,068.05	$ 5,296.37
	DAY	$ 165.24	$ 171.41	$ 177.79	$ 185.03	$ 191.84	$ 199.60	$ 208.01	$ 216.20	$ 224.71	$ 233.01	$ 243.51
	HRS	$ 20.65	$ 21.43	$ 22.22	$ 23.13	$ 23.98	$ 24.95	$ 26.00	$ 27.03	$ 28.09	$ 29.13	$ 30.44
10.0	ANN	$ 43,987.92	$ 45,737.44	$ 47,320.34	$ 49,292.02	$ 51,180.39	$ 53,207.61	$ 55,373.68	$ 57,595.29	$ 59,733.59	$ 61,899.67	$ 64,706.40
	MO	$ 3,665.66	$ 3,811.45	$ 3,943.36	$ 4,107.67	$ 4,265.03	$ 4,433.97	$ 4,614.47	$ 4,799.61	$ 4,977.80	$ 5,158.31	$ 5,392.20
	DAY	$ 168.54	$ 175.24	$ 181.30	$ 188.86	$ 196.09	$ 203.86	$ 212.16	$ 220.67	$ 228.86	$ 237.16	$ 247.92
	HRS	$ 21.07	$ 21.90	$ 22.66	$ 23.61	$ 24.51	$ 25.48	$ 26.52	$ 27.58	$ 28.61	$ 29.65	$ 30.99
10.5	ANN	$ 44,737.71	$ 46,403.92	$ 48,292.29	$ 50,069.58	$ 52,096.80	$ 54,151.79	$ 56,373.41	$ 58,567.25	$ 60,733.32	$ 62,899.39	$ 65,744.17
	MO	$ 3,728.14	$ 3,866.99	$ 4,024.36	$ 4,172.47	$ 4,341.40	$ 4,512.65	$ 4,697.78	$ 4,880.60	$ 5,061.11	$ 5,241.62	$ 5,478.68
	DAY	$ 171.41	$ 177.79	$ 185.03	$ 191.84	$ 199.60	$ 207.48	$ 215.99	$ 224.40	$ 232.69	$ 240.99	$ 251.89
	HRS	$ 21.43	$ 22.22	$ 23.13	$ 23.98	$ 24.95	$ 25.93	$ 27.00	$ 28.05	$ 29.09	$ 30.12	$ 31.49
11.0	ANN	$ 45,737.44	$ 47,320.34	$ 49,292.02	$ 51,180.39	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,705.82	$ 61,899.67	$ 64,065.74	$ 66,922.18
	MO	$ 3,811.45	$ 3,943.36	$ 4,107.67	$ 4,265.03	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,975.49	$ 5,158.31	$ 5,338.81	$ 5,576.85
	DAY	$ 175.24	$ 181.30	$ 188.86	$ 196.09	$ 203.86	$ 212.05	$ 220.57	$ 228.76	$ 237.16	$ 245.46	$ 256.41
	HRS	$ 21.90	$ 22.66	$ 23.61	$ 24.51	$ 25.48	$ 26.51	$ 27.57	$ 28.59	$ 29.65	$ 30.68	$ 32.05
11.5	ANN	$ 46,403.92	$ 48,292.29	$ 50,069.58	$ 52,096.80	$ 54,151.79	$ 56,373.41	$ 58,567.25	$ 60,733.32	$ 62,899.39	$ 65,037.69	$ 67,847.75
	MO	$ 3,866.99	$ 4,024.36	$ 4,172.47	$ 4,341.40	$ 4,512.65	$ 4,697.78	$ 4,880.60	$ 5,061.11	$ 5,241.62	$ 5,419.81	$ 5,653.98
	DAY	$ 177.79	$ 185.03	$ 191.84	$ 199.60	$ 207.48	$ 215.99	$ 224.40	$ 232.69	$ 240.99	$ 249.19	$ 259.95
	HRS	$ 22.22	$ 23.13	$ 23.98	$ 24.95	$ 25.93	$ 27.00	$ 28.05	$ 29.09	$ 30.12	$ 31.15	$ 32.49
12.0	ANN	$ 47,320.34	$ 49,292.02	$ 51,180.39	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,705.82	$ 61,899.67	$ 64,065.74	$ 66,204.04	$ 68,969.67
	MO	$ 3,943.36	$ 4,107.67	$ 4,265.03	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,975.49	$ 5,158.31	$ 5,338.81	$ 5,517.00	$ 5,747.47
	DAY	$ 181.30	$ 188.86	$ 196.09	$ 203.86	$ 212.05	$ 220.57	$ 228.76	$ 237.16	$ 245.46	$ 253.66	$ 264.25
	HRS	$ 22.66	$ 23.61	$ 24.51	$ 25.48	$ 26.51	$ 27.57	$ 28.59	$ 29.65	$ 30.68	$ 31.71	$ 33.03

		01	02	03	04	05	06	09	12	15	18	21
12.5	ANN	$ 48,292.29	$ 50,069.58	$ 52,096.80	$ 54,151.79	$ 56,373.41	$ 58,706.10	$ 60,844.40	$ 63,010.47	$ 65,232.08	$ 67,398.16	$ 70,287.92
	MO	$ 4,024.36	$ 4,172.47	$ 4,341.40	$ 4,512.65	$ 4,697.78	$ 4,892.17	$ 5,070.37	$ 5,250.87	$ 5,436.01	$ 5,616.51	$ 5,857.33
	DAY	$ 185.03	$ 191.84	$ 199.60	$ 207.48	$ 215.99	$ 224.93	$ 233.12	$ 241.42	$ 249.93	$ 258.23	$ 269.30
	HRS	$ 23.13	$ 23.98	$ 24.95	$ 25.93	$ 27.00	$ 28.12	$ 29.14	$ 30.18	$ 31.24	$ 32.28	$ 33.66
13.0	ANN	$ 49,292.02	$ 51,180.39	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,983.53	$ 62,121.83	$ 64,315.67	$ 66,481.74	$ 68,675.58	$ 71,493.98
	MO	$ 4,107.67	$ 4,265.03	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,998.63	$ 5,176.82	$ 5,359.64	$ 5,540.15	$ 5,722.97	$ 5,957.83
	DAY	$ 188.86	$ 196.09	$ 203.86	$ 212.05	$ 220.57	$ 229.82	$ 238.01	$ 246.42	$ 254.72	$ 263.12	$ 273.92
	HRS	$ 23.61	$ 24.51	$ 25.48	$ 26.51	$ 27.57	$ 28.73	$ 29.75	$ 30.80	$ 31.84	$ 32.89	$ 34.24
13.5	ANN	$ 50,069.58	$ 52,096.80	$ 54,151.79	$ 56,373.41	$ 58,706.10	$ 61,066.56	$ 63,260.40	$ 65,454.25	$ 67,592.55	$ 69,730.85	$ 72,615.89
	MO	$ 4,172.47	$ 4,341.40	$ 4,512.65	$ 4,697.78	$ 4,892.17	$ 5,088.88	$ 5,271.70	$ 5,454.52	$ 5,632.71	$ 5,810.90	$ 6,051.32
	DAY	$ 191.84	$ 199.60	$ 207.48	$ 215.99	$ 224.93	$ 233.97	$ 242.38	$ 250.78	$ 258.98	$ 267.17	$ 278.22
	HRS	$ 23.98	$ 24.95	$ 25.93	$ 27.00	$ 28.12	$ 29.25	$ 30.30	$ 31.35	$ 32.37	$ 33.40	$ 34.78
14.0	ANN	$ 51,180.39	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,983.53	$ 62,427.30	$ 64,537.83	$ 66,703.90	$ 68,953.28	$ 71,147.13	$ 74,074.38
	MO	$ 4,265.03	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,998.63	$ 5,202.27	$ 5,378.15	$ 5,558.66	$ 5,746.11	$ 5,928.93	$ 6,172.86
	DAY	$ 196.09	$ 203.86	$ 212.05	$ 220.57	$ 229.82	$ 239.19	$ 247.27	$ 255.57	$ 264.19	$ 272.59	$ 283.81
	HRS	$ 24.51	$ 25.48	$ 26.51	$ 27.57	$ 28.73	$ 29.90	$ 30.91	$ 31.95	$ 33.02	$ 34.07	$ 35.48
14.5	ANN	$ 52,096.80	$ 54,151.79	$ 56,373.41	$ 58,706.10	$ 61,066.56	$ 63,538.11	$ 65,787.49	$ 67,898.02	$ 70,119.63	$ 72,230.16	$ 75,112.15
	MO	$ 4,341.40	$ 4,512.65	$ 4,697.78	$ 4,892.17	$ 5,088.88	$ 5,294.84	$ 5,482.29	$ 5,658.17	$ 5,843.30	$ 6,019.18	$ 6,259.35
	DAY	$ 199.60	$ 207.48	$ 215.99	$ 224.93	$ 233.97	$ 243.44	$ 252.06	$ 260.15	$ 268.66	$ 276.74	$ 287.79
	HRS	$ 24.95	$ 25.93	$ 27.00	$ 28.12	$ 29.25	$ 30.43	$ 31.51	$ 32.52	$ 33.58	$ 34.59	$ 35.97
15.0	ANN	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,983.53	$ 62,427.30	$ 64,982.15	$ 67,120.45	$ 69,230.99	$ 71,397.06	$ 73,646.44	$ 76,682.83
	MO	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,998.63	$ 5,202.27	$ 5,415.18	$ 5,593.37	$ 5,769.25	$ 5,949.75	$ 6,137.20	$ 6,390.24
	DAY	$ 203.86	$ 212.05	$ 220.57	$ 229.82	$ 239.19	$ 248.97	$ 257.17	$ 265.25	$ 273.55	$ 282.17	$ 293.80
	HRS	$ 25.48	$ 26.51	$ 27.57	$ 28.73	$ 29.90	$ 31.12	$ 32.15	$ 33.16	$ 34.19	$ 35.27	$ 36.73
15.5	ANN	$ 54,151.79	$ 56,373.41	$ 58,706.10	$ 61,066.56	$ 63,538.11	$ 66,204.04	$ 68,425.65	$ 70,619.49	$ 72,730.02	$ 74,951.64	$ 77,916.93
	MO	$ 4,512.65	$ 4,697.78	$ 4,892.17	$ 5,088.88	$ 5,294.84	$ 5,517.00	$ 5,702.14	$ 5,884.96	$ 6,060.84	$ 6,245.97	$ 6,493.08
	DAY	$ 207.48	$ 215.99	$ 224.93	$ 233.97	$ 243.44	$ 253.66	$ 262.17	$ 270.57	$ 278.66	$ 287.17	$ 298.53
	HRS	$ 25.93	$ 27.00	$ 28.12	$ 29.25	$ 30.43	$ 31.71	$ 32.77	$ 33.82	$ 34.83	$ 35.90	$ 37.32
16.0	ANN	$ 55,345.91	$ 57,567.52	$ 59,983.53	$ 62,427.30	$ 64,982.15	$ 67,620.32	$ 69,758.62	$ 71,924.69	$ 74,146.30	$ 76,284.60	$ 79,291.28
	MO	$ 4,612.16	$ 4,797.29	$ 4,998.63	$ 5,202.27	$ 5,415.18	$ 5,635.03	$ 5,813.22	$ 5,993.72	$ 6,178.86	$ 6,357.05	$ 6,607.61
	DAY	$ 212.05	$ 220.57	$ 229.82	$ 239.19	$ 248.97	$ 259.08	$ 267.27	$ 275.57	$ 284.09	$ 292.28	$ 303.80
	HRS	$ 26.51	$ 27.57	$ 28.73	$ 29.90	$ 31.12	$ 32.39	$ 33.41	$ 34.45	$ 35.51	$ 36.53	$ 37.97
16.5	ANN	$ 56,373.41	$ 58,706.10	$ 61,066.56	$ 63,538.11	$ 66,204.04	$ 68,953.28	$ 71,147.13	$ 73,285.43	$ 75,479.27	$ 77,617.57	$ 80,469.29
	MO	$ 4,697.78	$ 4,892.17	$ 5,088.88	$ 5,294.84	$ 5,517.00	$ 5,746.11	$ 5,928.93	$ 6,107.12	$ 6,289.94	$ 6,468.13	$ 6,705.77
	DAY	$ 215.99	$ 224.93	$ 233.97	$ 243.44	$ 253.66	$ 264.19	$ 272.59	$ 280.79	$ 289.19	$ 297.39	$ 308.31
	HRS	$ 27.00	$ 28.12	$ 29.25	$ 30.43	$ 31.71	$ 33.02	$ 34.07	$ 35.10	$ 36.15	$ 37.17	$ 38.54
17.0	ANN	$ 57,567.52	$ 59,983.53	$ 62,427.30	$ 64,982.15	$ 67,620.32	$ 70,536.18	$ 72,702.25	$ 74,868.33	$ 76,978.86	$ 79,144.93	$ 82,124.11
	MO	$ 4,797.29	$ 4,998.63	$ 5,202.27	$ 5,415.18	$ 5,635.03	$ 5,878.02	$ 6,058.52	$ 6,239.03	$ 6,414.90	$ 6,595.41	$ 6,843.68
	DAY	$ 220.57	$ 229.82	$ 239.19	$ 248.97	$ 259.08	$ 270.25	$ 278.55	$ 286.85	$ 294.94	$ 303.24	$ 314.65
	HRS	$ 27.57	$ 28.73	$ 29.90	$ 31.12	$ 32.39	$ 33.78	$ 34.82	$ 35.86	$ 36.87	$ 37.90	$ 39.33
17.5	ANN	$ 58,706.10	$ 61,066.56	$ 63,538.11	$ 66,204.04	$ 68,953.28	$ 71,813.61	$ 73,951.91	$ 76,201.29	$ 78,284.06	$ 80,477.90	$ 83,470.41
	MO	$ 4,892.17	$ 5,088.88	$ 5,294.84	$ 5,517.00	$ 5,746.11	$ 5,984.47	$ 6,162.66	$ 6,350.11	$ 6,523.67	$ 6,706.49	$ 6,955.87
	DAY	$ 224.93	$ 233.97	$ 243.44	$ 253.66	$ 264.19	$ 275.15	$ 283.34	$ 291.96	$ 299.94	$ 308.34	$ 319.81
	HRS	$ 28.12	$ 29.25	$ 30.43	$ 31.71	$ 33.02	$ 34.39	$ 35.42	$ 36.49	$ 37.49	$ 38.54	$ 39.98
18.0	ANN	$ 59,983.53	$ 62,427.30	$ 64,982.15	$ 67,620.32	$ 70,536.18	$ 73,618.67	$ 75,784.74	$ 77,950.81	$ 80,089.11	$ 82,338.50	$ 85,433.76
	MO	$ 4,998.63	$ 5,202.27	$ 5,415.18	$ 5,635.03	$ 5,878.02	$ 6,134.89	$ 6,315.40	$ 6,495.90	$ 6,674.09	$ 6,861.54	$ 7,119.48
	DAY	$ 229.82	$ 239.19	$ 248.97	$ 259.08	$ 270.25	$ 282.06	$ 290.36	$ 298.66	$ 306.85	$ 315.47	$ 327.33
	HRS	$ 28.73	$ 29.90	$ 31.12	$ 32.39	$ 33.78	$ 35.26	$ 36.30	$ 37.33	$ 38.36	$ 39.43	$ 40.92

		01	02	03	04	05	06	09	12	15	18	21
18.5	ANN	$ 61,066.56	$ 63,538.11	$ 66,204.04	$ 68,953.28	$ 71,813.61	$ 74,951.64	$ 77,034.40	$ 79,283.78	$ 81,394.31	$ 83,588.15	$ 86,639.82
	MO	$ 5,088.88	$ 5,294.84	$ 5,517.00	$ 5,746.11	$ 5,984.47	$ 6,245.97	$ 6,419.53	$ 6,606.98	$ 6,782.86	$ 6,965.68	$ 7,219.98
	DAY	$ 233.97	$ 243.44	$ 253.66	$ 264.19	$ 275.15	$ 287.17	$ 295.15	$ 303.77	$ 311.86	$ 320.26	$ 331.95
	HRS	$ 29.25	$ 30.43	$ 31.71	$ 33.02	$ 34.39	$ 35.90	$ 36.89	$ 37.97	$ 38.98	$ 40.03	$ 41.49
19.0	ANN	$ 62,427.30	$ 64,982.15	$ 67,620.32	$ 70,536.18	$ 73,618.67	$ 76,728.93	$ 78,895.00	$ 81,005.53	$ 83,143.83	$ 85,337.67	$ 88,462.93
	MO	$ 5,202.27	$ 5,415.18	$ 5,635.03	$ 5,878.02	$ 6,134.89	$ 6,394.08	$ 6,574.58	$ 6,750.46	$ 6,928.65	$ 7,111.47	$ 7,371.91
	DAY	$ 239.19	$ 248.97	$ 259.08	$ 270.25	$ 282.06	$ 293.98	$ 302.28	$ 310.37	$ 318.56	$ 326.96	$ 338.94
	HRS	$ 29.90	$ 31.12	$ 32.39	$ 33.78	$ 35.26	$ 36.75	$ 37.78	$ 38.80	$ 39.82	$ 40.87	$ 42.37
19.5	ANN	$ 63,538.11	$ 66,204.04	$ 68,953.28	$ 71,813.61	$ 74,951.64	$ 78,200.74	$ 80,366.82	$ 82,505.12	$ 84,726.73	$ 86,837.26	$ 89,837.27
	MO	$ 5,294.84	$ 5,517.00	$ 5,746.11	$ 5,984.47	$ 6,245.97	$ 6,516.73	$ 6,697.23	$ 6,875.43	$ 7,060.56	$ 7,236.44	$ 7,486.44
	DAY	$ 243.44	$ 253.66	$ 264.19	$ 275.15	$ 287.17	$ 299.62	$ 307.92	$ 316.11	$ 324.62	$ 332.71	$ 344.20
	HRS	$ 30.43	$ 31.71	$ 33.02	$ 34.39	$ 35.90	$ 37.45	$ 38.49	$ 39.51	$ 40.58	$ 41.59	$ 43.03
20.0	ANN	$ 64,982.15	$ 67,620.32	$ 70,536.18	$ 73,618.67	$ 76,728.93	$ 80,005.80	$ 82,199.65	$ 84,421.26	$ 86,559.56	$ 88,725.63	$ 90,890.14
	MO	$ 5,415.18	$ 5,635.03	$ 5,878.02	$ 6,134.89	$ 6,394.08	$ 6,667.15	$ 6,849.97	$ 7,035.10	$ 7,213.30	$ 7,393.80	$ 7,574.18
	DAY	$ 248.97	$ 259.08	$ 270.25	$ 282.06	$ 293.98	$ 306.54	$ 314.94	$ 323.45	$ 331.65	$ 339.94	$ 348.24
	HRS	$ 31.12	$ 32.39	$ 33.78	$ 35.26	$ 36.75	$ 38.32	$ 39.37	$ 40.43	$ 41.46	$ 42.49	$ 43.53
20.5	ANN	$ 66,204.04	$ 68,953.28	$ 71,813.61	$ 74,951.64	$ 78,200.74	$ 81,560.93	$ 83,643.69	$ 85,865.31	$ 88,003.61	$ 90,280.76	$ 93,399.35
	MO	$ 5,517.00	$ 5,746.11	$ 5,984.47	$ 6,245.97	$ 6,516.73	$ 6,796.74	$ 6,970.31	$ 7,155.44	$ 7,333.63	$ 7,523.40	$ 7,783.28
	DAY	$ 253.66	$ 264.19	$ 275.15	$ 287.17	$ 299.62	$ 312.49	$ 320.47	$ 328.99	$ 337.18	$ 345.90	$ 357.85
	HRS	$ 31.71	$ 33.02	$ 34.39	$ 35.90	$ 37.45	$ 39.06	$ 40.06	$ 41.12	$ 42.15	$ 43.24	$ 44.73
21.0	ANN	$ 67,620.32	$ 70,536.18	$ 73,618.67	$ 76,728.93	$ 80,005.80	$ 83,532.61	$ 85,643.15	$ 87,836.99	$ 89,919.75	$ 92,196.90	$ 95,418.79
	MO	$ 5,635.03	$ 5,878.02	$ 6,134.89	$ 6,394.08	$ 6,667.15	$ 6,961.05	$ 7,136.93	$ 7,319.75	$ 7,493.31	$ 7,683.08	$ 7,951.57
	DAY	$ 259.08	$ 270.25	$ 282.06	$ 293.98	$ 306.54	$ 320.05	$ 328.13	$ 336.54	$ 344.52	$ 353.24	$ 365.59
	HRS	$ 32.39	$ 33.78	$ 35.26	$ 36.75	$ 38.32	$ 40.01	$ 41.02	$ 42.07	$ 43.07	$ 44.16	$ 45.70
21.5	ANN	$ 68,953.28	$ 71,813.61	$ 74,951.64	$ 78,200.74	$ 81,560.93	$ 85,032.20	$ 87,170.50	$ 89,308.80	$ 91,502.65	$ 93,668.72	$ 96,737.04
	MO	$ 5,746.11	$ 5,984.47	$ 6,245.97	$ 6,516.73	$ 6,796.74	$ 7,086.02	$ 7,264.21	$ 7,442.40	$ 7,625.22	$ 7,805.73	$ 8,061.42
	DAY	$ 264.19	$ 275.15	$ 287.17	$ 299.62	$ 312.49	$ 325.79	$ 333.99	$ 342.18	$ 350.58	$ 358.88	$ 370.64
	HRS	$ 33.02	$ 34.39	$ 35.90	$ 37.45	$ 39.06	$ 40.72	$ 41.75	$ 42.77	$ 43.82	$ 44.86	$ 46.33
22.0	ANN	$ 70,536.18	$ 73,618.67	$ 76,728.93	$ 80,005.80	$ 83,532.61	$ 87,114.96	$ 89,225.49	$ 91,419.34	$ 93,529.87	$ 95,751.48	$ 98,952.82
	MO	$ 5,878.02	$ 6,134.89	$ 6,394.08	$ 6,667.15	$ 6,961.05	$ 7,259.58	$ 7,435.46	$ 7,618.28	$ 7,794.16	$ 7,979.29	$ 8,246.07
	DAY	$ 270.25	$ 282.06	$ 293.98	$ 306.54	$ 320.05	$ 333.77	$ 341.86	$ 350.27	$ 358.35	$ 366.86	$ 379.13
	HRS	$ 33.78	$ 35.26	$ 36.75	$ 38.32	$ 40.01	$ 41.72	$ 42.73	$ 43.78	$ 44.79	$ 45.86	$ 47.39
22.5	ANN	$ 71,924.69	$ 75,173.80	$ 78,256.28	$ 81,616.47	$ 85,171.05	$ 88,808.94	$ 91,002.78	$ 93,252.17	$ 95,446.01	$ 97,695.39	$ 100,944.22
	MO	$ 5,993.72	$ 6,264.48	$ 6,521.36	$ 6,801.37	$ 7,097.59	$ 7,400.75	$ 7,583.57	$ 7,771.01	$ 7,953.83	$ 8,141.28	$ 8,412.02
	DAY	$ 275.57	$ 288.02	$ 299.83	$ 312.71	$ 326.33	$ 340.26	$ 348.67	$ 357.29	$ 365.69	$ 374.31	$ 386.76
	HRS	$ 34.45	$ 36.00	$ 37.48	$ 39.09	$ 40.79	$ 42.53	$ 43.58	$ 44.66	$ 45.71	$ 46.79	$ 48.34
23.0	ANN	$ 73,368.74	$ 76,562.31	$ 79,866.95	$ 83,227.14	$ 86,892.80	$ 90,614.00	$ 92,835.61	$ 95,085.00	$ 97,362.15	$ 99,639.30	$ 102,935.62
	MO	$ 6,114.06	$ 6,380.19	$ 6,655.58	$ 6,935.60	$ 7,241.07	$ 7,551.17	$ 7,736.30	$ 7,923.75	$ 8,113.51	$ 8,303.28	$ 8,577.97
	DAY	$ 281.11	$ 293.34	$ 306.00	$ 318.88	$ 332.92	$ 347.18	$ 355.69	$ 364.31	$ 373.04	$ 381.76	$ 394.39
	HRS	$ 35.14	$ 36.67	$ 38.25	$ 39.86	$ 41.62	$ 43.40	$ 44.46	$ 45.54	$ 46.63	$ 47.72	$ 49.30
23.5	ANN	$ 74,868.33	$ 78,117.43	$ 81,449.85	$ 84,921.12	$ 88,642.32	$ 92,446.83	$ 94,668.44	$ 97,001.14	$ 99,278.29	$ 101,638.75	$ 105,011.16
	MO	$ 6,239.03	$ 6,509.79	$ 6,787.49	$ 7,076.76	$ 7,386.86	$ 7,703.90	$ 7,889.04	$ 8,083.43	$ 8,273.19	$ 8,469.90	$ 8,750.93
	DAY	$ 286.85	$ 299.30	$ 312.07	$ 325.37	$ 339.63	$ 354.20	$ 362.71	$ 371.65	$ 380.38	$ 389.42	$ 402.34
	HRS	$ 35.86	$ 37.41	$ 39.01	$ 40.67	$ 42.45	$ 44.28	$ 45.34	$ 46.46	$ 47.55	$ 48.68	$ 50.29
24.0	ANN	$ 76,367.91	$ 79,672.56	$ 83,088.29	$ 86,615.10	$ 90,391.84	$ 94,251.89	$ 96,556.81	$ 98,945.05	$ 101,249.97	$ 103,665.97	$ 107,086.70
	MO	$ 6,363.99	$ 6,639.38	$ 6,924.02	$ 7,217.93	$ 7,532.65	$ 7,854.32	$ 8,046.40	$ 8,245.42	$ 8,437.50	$ 8,638.83	$ 8,923.89
	DAY	$ 292.60	$ 305.26	$ 318.35	$ 331.86	$ 346.33	$ 361.12	$ 369.95	$ 379.10	$ 387.93	$ 397.19	$ 410.29
	HRS	$ 36.57	$ 38.16	$ 39.79	$ 41.48	$ 43.29	$ 45.14	$ 46.24	$ 47.39	$ 48.49	$ 49.65	$ 51.29

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
12 MTH SALARY SCHEDULE
TEAMSTERS
2021-22 (3.25%)

Board Approved: Pending
Effective: July 1, 2021

Book		01	02	03	04	05	06	09	12	15	18	21
1.0	ANN	$ 33,296.41	$ 34,407.22	$ 35,573.56	$ 36,823.22	$ 38,156.19	$ 39,655.78	$ 41,794.08	$ 44,043.46	$ 46,265.07	$ 48,458.91	$ 51,215.38
	MO	$ 2,774.70	$ 2,867.27	$ 2,964.46	$ 3,068.60	$ 3,179.68	$ 3,304.65	$ 3,482.84	$ 3,670.29	$ 3,855.42	$ 4,038.24	$ 4,267.95
	DAY	$ 127.57	$ 131.83	$ 136.30	$ 141.09	$ 146.19	$ 151.94	$ 160.13	$ 168.75	$ 177.26	$ 185.67	$ 196.23
	HRS	$ 15.95	$ 16.48	$ 17.04	$ 17.64	$ 18.27	$ 18.99	$ 20.02	$ 21.09	$ 22.16	$ 23.21	$ 24.53
1.5	ANN	$ 33,962.89	$ 35,045.93	$ 36,323.36	$ 37,378.62	$ 38,767.13	$ 40,211.18	$ 42,377.25	$ 44,654.40	$ 46,876.01	$ 49,125.40	$ 51,860.48
	MO	$ 2,830.24	$ 2,920.49	$ 3,026.95	$ 3,114.89	$ 3,230.59	$ 3,350.93	$ 3,531.44	$ 3,721.20	$ 3,906.33	$ 4,093.78	$ 4,321.71
	DAY	$ 130.13	$ 134.28	$ 139.17	$ 143.21	$ 148.53	$ 154.07	$ 162.36	$ 171.09	$ 179.60	$ 188.22	$ 198.70
	HRS	$ 16.27	$ 16.78	$ 17.40	$ 17.90	$ 18.57	$ 19.26	$ 20.30	$ 21.39	$ 22.45	$ 23.53	$ 24.84
2.0	ANN	$ 34,407.22	$ 35,573.56	$ 36,823.22	$ 38,156.19	$ 39,655.78	$ 40,905.43	$ 43,154.81	$ 45,348.66	$ 47,570.27	$ 49,875.19	$ 52,617.77
	MO	$ 2,867.27	$ 2,964.46	$ 3,068.60	$ 3,179.68	$ 3,304.65	$ 3,408.79	$ 3,596.23	$ 3,779.05	$ 3,964.19	$ 4,156.27	$ 4,384.81
	DAY	$ 131.83	$ 136.30	$ 141.09	$ 146.19	$ 151.94	$ 156.73	$ 165.34	$ 173.75	$ 182.26	$ 191.09	$ 201.60
	HRS	$ 16.48	$ 17.04	$ 17.64	$ 18.27	$ 18.99	$ 19.59	$ 20.67	$ 21.72	$ 22.78	$ 23.89	$ 25.20
2.5	ANN	$ 35,045.93	$ 36,323.36	$ 37,378.62	$ 38,767.13	$ 40,211.18	$ 41,766.31	$ 42,738.26	$ 46,181.76	$ 48,458.91	$ 50,680.53	$ 53,403.11
	MO	$ 2,920.49	$ 3,026.95	$ 3,114.89	$ 3,230.59	$ 3,350.93	$ 3,480.53	$ 3,561.52	$ 3,848.48	$ 4,038.24	$ 4,223.38	$ 4,450.26
	DAY	$ 134.28	$ 139.17	$ 143.21	$ 148.53	$ 154.07	$ 160.02	$ 163.75	$ 176.94	$ 185.67	$ 194.18	$ 204.61
	HRS	$ 16.78	$ 17.40	$ 17.90	$ 18.57	$ 19.26	$ 20.00	$ 20.47	$ 22.12	$ 23.21	$ 24.27	$ 25.58
3.0	ANN	$ 35,573.56	$ 36,823.22	$ 38,156.19	$ 39,655.78	$ 40,905.43	$ 42,377.25	$ 44,654.40	$ 46,876.01	$ 49,125.40	$ 51,402.55	$ 54,244.55
	MO	$ 2,964.46	$ 3,068.60	$ 3,179.68	$ 3,304.65	$ 3,408.79	$ 3,531.44	$ 3,721.20	$ 3,906.33	$ 4,093.78	$ 4,283.55	$ 4,520.38
	DAY	$ 136.30	$ 141.09	$ 146.19	$ 151.94	$ 156.73	$ 162.36	$ 171.09	$ 179.60	$ 188.22	$ 196.94	$ 207.83
	HRS	$ 17.04	$ 17.64	$ 18.27	$ 18.99	$ 19.59	$ 20.30	$ 21.39	$ 22.45	$ 23.53	$ 24.62	$ 25.98
3.5	ANN	$ 36,323.36	$ 37,378.62	$ 38,767.13	$ 40,211.18	$ 41,766.31	$ 43,182.58	$ 45,543.05	$ 47,709.12	$ 50,014.04	$ 52,235.65	$ 54,973.79
	MO	$ 3,026.95	$ 3,114.89	$ 3,230.59	$ 3,350.93	$ 3,480.53	$ 3,598.55	$ 3,795.25	$ 3,975.76	$ 4,167.84	$ 4,352.97	$ 4,581.15
	DAY	$ 139.17	$ 143.21	$ 148.53	$ 154.07	$ 160.02	$ 165.45	$ 174.49	$ 182.79	$ 191.62	$ 200.14	$ 210.63
	HRS	$ 17.40	$ 17.90	$ 18.57	$ 19.26	$ 20.00	$ 20.68	$ 21.81	$ 22.85	$ 23.95	$ 25.02	$ 26.33
4.0	ANN	$ 36,823.22	$ 38,156.19	$ 39,655.78	$ 40,905.43	$ 42,377.25	$ 44,043.46	$ 46,265.07	$ 48,458.91	$ 50,708.30	$ 52,957.68	$ 55,815.23
	MO	$ 3,068.60	$ 3,179.68	$ 3,304.65	$ 3,408.79	$ 3,531.44	$ 3,670.29	$ 3,855.42	$ 4,038.24	$ 4,225.69	$ 4,413.14	$ 4,651.27
	DAY	$ 141.09	$ 146.19	$ 151.94	$ 156.73	$ 162.36	$ 168.75	$ 177.26	$ 185.67	$ 194.28	$ 202.90	$ 213.85
	HRS	$ 17.64	$ 18.27	$ 18.99	$ 19.59	$ 20.30	$ 21.09	$ 22.16	$ 23.21	$ 24.29	$ 25.36	$ 26.73
4.5	ANN	$ 37,378.62	$ 38,767.13	$ 40,211.18	$ 41,766.31	$ 43,182.58	$ 44,709.94	$ 46,987.10	$ 49,264.25	$ 51,485.86	$ 53,790.78	$ 56,628.61
	MO	$ 3,114.89	$ 3,230.59	$ 3,350.93	$ 3,480.53	$ 3,598.55	$ 3,725.83	$ 3,915.59	$ 4,105.35	$ 4,290.49	$ 4,482.57	$ 4,719.05
	DAY	$ 143.21	$ 148.53	$ 154.07	$ 160.02	$ 165.45	$ 171.30	$ 180.03	$ 188.75	$ 197.26	$ 206.09	$ 216.97
	HRS	$ 17.90	$ 18.57	$ 19.26	$ 20.00	$ 20.68	$ 21.41	$ 22.50	$ 23.59	$ 24.66	$ 25.76	$ 27.12
5.0	ANN	$ 38,156.19	$ 39,655.78	$ 40,905.43	$ 42,377.25	$ 44,043.46	$ 45,709.67	$ 47,959.05	$ 50,152.89	$ 52,318.96	$ 54,623.89	$ 57,526.15
	MO	$ 3,179.68	$ 3,304.65	$ 3,408.79	$ 3,531.44	$ 3,670.29	$ 3,809.14	$ 3,996.59	$ 4,179.41	$ 4,359.91	$ 4,551.99	$ 4,793.85
	DAY	$ 146.19	$ 151.94	$ 156.73	$ 162.36	$ 168.75	$ 175.13	$ 183.75	$ 192.16	$ 200.46	$ 209.29	$ 220.41
	HRS	$ 18.27	$ 18.99	$ 19.59	$ 20.30	$ 21.09	$ 21.89	$ 22.97	$ 24.02	$ 25.06	$ 26.16	$ 27.55
5.5	ANN	$ 38,767.13	$ 40,211.18	$ 41,766.31	$ 43,182.58	$ 44,709.94	$ 46,459.46	$ 48,708.84	$ 50,958.23	$ 53,207.61	$ 55,401.45	$ 58,171.25
	MO	$ 3,230.59	$ 3,350.93	$ 3,480.53	$ 3,598.55	$ 3,725.83	$ 3,871.62	$ 4,059.07	$ 4,246.52	$ 4,433.97	$ 4,616.79	$ 4,847.60
	DAY	$ 148.53	$ 154.07	$ 160.02	$ 165.45	$ 171.30	$ 178.01	$ 186.62	$ 195.24	$ 203.86	$ 212.27	$ 222.88
	HRS	$ 18.57	$ 19.26	$ 20.00	$ 20.68	$ 21.41	$ 22.25	$ 23.33	$ 24.41	$ 25.48	$ 26.53	$ 27.86

Book		01	02	03	04	05	06	09	12	15	18	21
6.0	ANN	$ 39,655.78	$ 40,905.43	$ 42,377.25	$ 44,043.46	$ 45,709.67	$ 47,486.96	$ 49,764.11	$ 51,957.95	$ 54,124.02	$ 56,373.41	$ 59,209.02
	MO	$ 3,304.65	$ 3,408.79	$ 3,531.44	$ 3,670.29	$ 3,809.14	$ 3,957.25	$ 4,147.01	$ 4,329.83	$ 4,510.34	$ 4,697.78	$ 4,934.08
	DAY	$ 151.94	$ 156.73	$ 162.36	$ 168.75	$ 175.13	$ 181.94	$ 190.67	$ 199.07	$ 207.37	$ 215.99	$ 226.85
	HRS	$ 18.99	$ 19.59	$ 20.30	$ 21.09	$ 21.89	$ 22.74	$ 23.83	$ 24.88	$ 25.92	$ 27.00	$ 28.36
6.5	ANN	$ 40,211.18	$ 41,766.31	$ 43,182.58	$ 44,709.94	$ 46,459.46	$ 48,181.21	$ 50,486.13	$ 52,652.21	$ 54,873.82	$ 57,123.20	$ 59,966.31
	MO	$ 3,350.93	$ 3,480.53	$ 3,598.55	$ 3,725.83	$ 3,871.62	$ 4,015.10	$ 4,207.18	$ 4,387.68	$ 4,572.82	$ 4,760.27	$ 4,997.19
	DAY	$ 154.07	$ 160.02	$ 165.45	$ 171.30	$ 178.01	$ 184.60	$ 193.43	$ 201.73	$ 210.24	$ 218.86	$ 229.76
	HRS	$ 19.26	$ 20.00	$ 20.68	$ 21.41	$ 22.25	$ 23.08	$ 24.18	$ 25.22	$ 26.28	$ 27.36	$ 28.72
7.0	ANN	$ 40,905.43	$ 42,377.25	$ 44,043.46	$ 45,709.67	$ 47,486.96	$ 49,236.48	$ 51,430.32	$ 53,707.47	$ 55,901.31	$ 58,122.93	$ 60,919.94
	MO	$ 3,408.79	$ 3,531.44	$ 3,670.29	$ 3,809.14	$ 3,957.25	$ 4,103.04	$ 4,285.86	$ 4,475.62	$ 4,658.44	$ 4,843.58	$ 5,076.66
	DAY	$ 156.73	$ 162.36	$ 168.75	$ 175.13	$ 181.94	$ 188.65	$ 197.05	$ 205.78	$ 214.18	$ 222.69	$ 233.41
	HRS	$ 19.59	$ 20.30	$ 21.09	$ 21.89	$ 22.74	$ 23.58	$ 24.63	$ 25.72	$ 26.77	$ 27.84	$ 29.18
7.5	ANN	$ 41,766.31	$ 43,182.58	$ 44,709.94	$ 46,459.46	$ 48,181.21	$ 50,152.89	$ 52,318.96	$ 54,623.89	$ 56,845.50	$ 59,067.11	$ 61,929.66
	MO	$ 3,480.53	$ 3,598.55	$ 3,725.83	$ 3,871.62	$ 4,015.10	$ 4,179.41	$ 4,359.91	$ 4,551.99	$ 4,737.12	$ 4,922.26	$ 5,160.80
	DAY	$ 160.02	$ 165.45	$ 171.30	$ 178.01	$ 184.60	$ 192.16	$ 200.46	$ 209.29	$ 217.80	$ 226.31	$ 237.28
	HRS	$ 20.00	$ 20.68	$ 21.41	$ 22.25	$ 23.08	$ 24.02	$ 25.06	$ 26.16	$ 27.22	$ 28.29	$ 29.66
8.0	ANN	$ 42,377.25	$ 44,043.46	$ 45,709.67	$ 47,486.96	$ 49,236.48	$ 51,263.70	$ 53,485.31	$ 55,706.92	$ 58,011.85	$ 60,177.92	$ 62,995.48
	MO	$ 3,531.44	$ 3,670.29	$ 3,809.14	$ 3,957.25	$ 4,103.04	$ 4,271.97	$ 4,457.11	$ 4,642.24	$ 4,834.32	$ 5,014.83	$ 5,249.62
	DAY	$ 162.36	$ 168.75	$ 175.13	$ 181.94	$ 188.65	$ 196.41	$ 204.92	$ 213.44	$ 222.27	$ 230.57	$ 241.36
	HRS	$ 20.30	$ 21.09	$ 21.89	$ 22.74	$ 23.58	$ 24.55	$ 25.62	$ 26.68	$ 27.78	$ 28.82	$ 30.17
8.5	ANN	$ 43,182.58	$ 44,709.94	$ 46,459.46	$ 48,181.21	$ 50,152.89	$ 52,041.26	$ 54,235.10	$ 56,484.49	$ 58,872.72	$ 61,038.79	$ 63,864.96
	MO	$ 3,598.55	$ 3,725.83	$ 3,871.62	$ 4,015.10	$ 4,179.41	$ 4,336.77	$ 4,519.59	$ 4,707.04	$ 4,906.06	$ 5,086.57	$ 5,322.08
	DAY	$ 165.45	$ 171.30	$ 178.01	$ 184.60	$ 192.16	$ 199.39	$ 207.80	$ 216.42	$ 225.57	$ 233.87	$ 244.69
	HRS	$ 20.68	$ 21.41	$ 22.25	$ 23.08	$ 24.02	$ 24.92	$ 25.97	$ 27.05	$ 28.20	$ 29.23	$ 30.59
9.0	ANN	$ 44,043.46	$ 45,709.67	$ 47,486.96	$ 49,236.48	$ 51,263.70	$ 53,207.61	$ 55,401.45	$ 57,595.29	$ 59,872.45	$ 62,149.60	$ 65,127.11
	MO	$ 3,670.29	$ 3,809.14	$ 3,957.25	$ 4,103.04	$ 4,271.97	$ 4,433.97	$ 4,616.79	$ 4,799.61	$ 4,989.37	$ 5,179.13	$ 5,427.26
	DAY	$ 168.75	$ 175.13	$ 181.94	$ 188.65	$ 196.41	$ 203.86	$ 212.27	$ 220.67	$ 229.40	$ 238.12	$ 249.53
	HRS	$ 21.09	$ 21.89	$ 22.74	$ 23.58	$ 24.55	$ 25.48	$ 26.53	$ 27.58	$ 28.67	$ 29.77	$ 31.19
9.5	ANN	$ 44,709.94	$ 46,459.46	$ 48,181.21	$ 50,152.89	$ 52,041.26	$ 54,124.02	$ 56,373.41	$ 58,622.79	$ 60,899.94	$ 63,121.55	$ 65,940.50
	MO	$ 3,725.83	$ 3,871.62	$ 4,015.10	$ 4,179.41	$ 4,336.77	$ 4,510.34	$ 4,697.78	$ 4,885.23	$ 5,075.00	$ 5,260.13	$ 5,495.04
	DAY	$ 171.30	$ 178.01	$ 184.60	$ 192.16	$ 199.39	$ 207.37	$ 215.99	$ 224.61	$ 233.33	$ 241.85	$ 252.65
	HRS	$ 21.41	$ 22.25	$ 23.08	$ 24.02	$ 24.92	$ 25.92	$ 27.00	$ 28.08	$ 29.17	$ 30.23	$ 31.58
10.0	ANN	$ 45,709.67	$ 47,486.96	$ 49,236.48	$ 51,263.70	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,789.13	$ 62,121.83	$ 64,279.57	$ 67,202.65
	MO	$ 3,809.14	$ 3,957.25	$ 4,103.04	$ 4,271.97	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,982.43	$ 5,176.82	$ 5,356.63	$ 5,600.22
	DAY	$ 175.13	$ 181.94	$ 188.65	$ 196.41	$ 203.86	$ 212.05	$ 220.57	$ 229.08	$ 238.01	$ 246.28	$ 257.48
	HRS	$ 21.89	$ 22.74	$ 23.58	$ 24.55	$ 25.48	$ 26.51	$ 27.57	$ 28.63	$ 29.75	$ 30.79	$ 32.19
10.5	ANN	$ 46,459.46	$ 48,181.21	$ 50,152.89	$ 52,041.26	$ 54,124.02	$ 56,345.64	$ 58,622.79	$ 60,872.17	$ 63,010.47	$ 65,232.08	$ 68,156.28
	MO	$ 3,871.62	$ 4,015.10	$ 4,179.41	$ 4,336.77	$ 4,510.34	$ 4,695.47	$ 4,885.23	$ 5,072.68	$ 5,250.87	$ 5,436.01	$ 5,679.69
	DAY	$ 178.01	$ 184.60	$ 192.16	$ 199.39	$ 207.37	$ 215.88	$ 224.61	$ 233.23	$ 241.42	$ 249.93	$ 261.14
	HRS	$ 22.25	$ 23.08	$ 24.02	$ 24.92	$ 25.92	$ 26.99	$ 28.08	$ 29.15	$ 30.18	$ 31.24	$ 32.64
11.0	ANN	$ 47,486.96	$ 49,236.48	$ 51,263.70	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,789.13	$ 62,121.83	$ 64,343.44	$ 66,509.51	$ 69,390.39
	MO	$ 3,957.25	$ 4,103.04	$ 4,271.97	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,982.43	$ 5,176.82	$ 5,361.95	$ 5,542.46	$ 5,782.53
	DAY	$ 181.94	$ 188.65	$ 196.41	$ 203.86	$ 212.05	$ 220.57	$ 229.08	$ 238.01	$ 246.53	$ 254.83	$ 265.86
	HRS	$ 22.74	$ 23.58	$ 24.55	$ 25.48	$ 26.51	$ 27.57	$ 28.63	$ 29.75	$ 30.82	$ 31.85	$ 33.23
11.5	ANN	$ 48,181.21	$ 50,152.89	$ 52,041.26	$ 54,124.02	$ 56,345.64	$ 58,622.79	$ 60,872.17	$ 63,010.47	$ 65,232.08	$ 67,481.47	$ 70,456.20
	MO	$ 4,015.10	$ 4,179.41	$ 4,336.77	$ 4,510.34	$ 4,695.47	$ 4,885.23	$ 5,072.68	$ 5,250.87	$ 5,436.01	$ 5,623.46	$ 5,871.35
	DAY	$ 184.60	$ 192.16	$ 199.39	$ 207.37	$ 215.88	$ 224.61	$ 233.23	$ 241.42	$ 249.93	$ 258.55	$ 269.95
	HRS	$ 23.08	$ 24.02	$ 24.92	$ 25.92	$ 26.99	$ 28.08	$ 29.15	$ 30.18	$ 31.24	$ 32.32	$ 33.74

Book		01	02	03	04	05	06	09	12	15	18	21
12.0	ANN	$ 49,236.48	$ 51,263.70	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,872.45	$ 62,149.60	$ 64,343.44	$ 66,537.28	$ 68,786.66	$ 71,746.41
	MO	$ 4,103.04	$ 4,271.97	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,989.37	$ 5,179.13	$ 5,361.95	$ 5,544.77	$ 5,732.22	$ 5,978.87
	DAY	$ 188.65	$ 196.41	$ 203.86	$ 212.05	$ 220.57	$ 229.40	$ 238.12	$ 246.53	$ 254.93	$ 263.55	$ 274.89
	HRS	$ 23.58	$ 24.55	$ 25.48	$ 26.51	$ 27.57	$ 28.67	$ 29.77	$ 30.82	$ 31.87	$ 32.94	$ 34.36
12.5	ANN	$ 50,152.89	$ 52,041.26	$ 54,124.02	$ 56,345.64	$ 58,622.79	$ 61,038.79	$ 63,315.94	$ 65,537.56	$ 67,759.17	$ 69,925.24	$ 72,924.42
	MO	$ 4,179.41	$ 4,336.77	$ 4,510.34	$ 4,695.47	$ 4,885.23	$ 5,086.57	$ 5,276.33	$ 5,461.46	$ 5,646.60	$ 5,827.10	$ 6,077.03
	DAY	$ 192.16	$ 199.39	$ 207.37	$ 215.88	$ 224.61	$ 233.87	$ 242.59	$ 251.10	$ 259.61	$ 267.91	$ 279.40
	HRS	$ 24.02	$ 24.92	$ 25.92	$ 26.99	$ 28.08	$ 29.23	$ 30.32	$ 31.39	$ 32.45	$ 33.49	$ 34.93
13.0	ANN	$ 51,263.70	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,872.45	$ 62,371.76	$ 64,648.91	$ 66,842.75	$ 69,147.68	$ 71,285.98	$ 74,186.57
	MO	$ 4,271.97	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,989.37	$ 5,197.65	$ 5,387.41	$ 5,570.23	$ 5,762.31	$ 5,940.50	$ 6,182.21
	DAY	$ 196.41	$ 203.86	$ 212.05	$ 220.57	$ 229.40	$ 238.97	$ 247.70	$ 256.10	$ 264.93	$ 273.13	$ 284.24
	HRS	$ 24.55	$ 25.48	$ 26.51	$ 27.57	$ 28.67	$ 29.87	$ 30.96	$ 32.01	$ 33.12	$ 34.14	$ 35.53
13.5	ANN	$ 52,041.26	$ 54,124.02	$ 56,345.64	$ 58,622.79	$ 61,038.79	$ 63,565.88	$ 65,759.72	$ 68,009.10	$ 70,341.79	$ 72,507.86	$ 75,476.77
	MO	$ 4,336.77	$ 4,510.34	$ 4,695.47	$ 4,885.23	$ 5,086.57	$ 5,297.16	$ 5,479.98	$ 5,667.42	$ 5,861.82	$ 6,042.32	$ 6,289.73
	DAY	$ 199.39	$ 207.37	$ 215.88	$ 224.61	$ 233.87	$ 243.55	$ 251.95	$ 260.57	$ 269.51	$ 277.81	$ 289.18
	HRS	$ 24.92	$ 25.92	$ 26.99	$ 28.08	$ 29.23	$ 30.44	$ 31.49	$ 32.57	$ 33.69	$ 34.73	$ 36.15
14.0	ANN	$ 53,207.61	$ 55,345.91	$ 57,567.52	$ 59,872.45	$ 62,371.76	$ 64,954.38	$ 67,175.99	$ 69,314.30	$ 71,674.76	$ 73,840.83	$ 76,823.07
	MO	$ 4,433.97	$ 4,612.16	$ 4,797.29	$ 4,989.37	$ 5,197.65	$ 5,412.87	$ 5,598.00	$ 5,776.19	$ 5,972.90	$ 6,153.40	$ 6,401.92
	DAY	$ 203.86	$ 212.05	$ 220.57	$ 229.40	$ 238.97	$ 248.87	$ 257.38	$ 265.57	$ 274.62	$ 282.92	$ 294.34
	HRS	$ 25.48	$ 26.51	$ 27.57	$ 28.67	$ 29.87	$ 31.11	$ 32.17	$ 33.20	$ 34.33	$ 35.36	$ 36.79
14.5	ANN	$ 54,124.02	$ 56,345.64	$ 58,622.79	$ 61,038.79	$ 63,565.88	$ 66,065.19	$ 68,286.80	$ 70,563.95	$ 72,868.88	$ 75,118.26	$ 78,141.32
	MO	$ 4,510.34	$ 4,695.47	$ 4,885.23	$ 5,086.57	$ 5,297.16	$ 5,505.43	$ 5,690.57	$ 5,880.33	$ 6,072.41	$ 6,259.85	$ 6,511.78
	DAY	$ 207.37	$ 215.88	$ 224.61	$ 233.87	$ 243.55	$ 253.12	$ 261.64	$ 270.36	$ 279.19	$ 287.81	$ 299.39
	HRS	$ 25.92	$ 26.99	$ 28.08	$ 29.23	$ 30.44	$ 31.64	$ 32.70	$ 33.79	$ 34.90	$ 35.98	$ 37.42
15.0	ANN	$ 55,345.91	$ 57,567.52	$ 59,872.45	$ 62,371.76	$ 64,954.38	$ 67,537.01	$ 69,841.93	$ 72,230.16	$ 74,368.46	$ 76,645.62	$ 79,627.85
	MO	$ 4,612.16	$ 4,797.29	$ 4,989.37	$ 5,197.65	$ 5,412.87	$ 5,628.08	$ 5,820.16	$ 6,019.18	$ 6,197.37	$ 6,387.13	$ 6,635.65
	DAY	$ 212.05	$ 220.57	$ 229.40	$ 238.97	$ 248.87	$ 258.76	$ 267.59	$ 276.74	$ 284.94	$ 293.66	$ 305.09
	HRS	$ 26.51	$ 27.57	$ 28.67	$ 29.87	$ 31.11	$ 32.35	$ 33.45	$ 34.59	$ 35.62	$ 36.71	$ 38.14
15.5	ANN	$ 56,345.64	$ 58,622.79	$ 61,038.79	$ 63,565.88	$ 66,065.19	$ 68,897.74	$ 71,091.59	$ 73,340.97	$ 75,701.43	$ 77,923.04	$ 80,918.05
	MO	$ 4,695.47	$ 4,885.23	$ 5,086.57	$ 5,297.16	$ 5,505.43	$ 5,741.48	$ 5,924.30	$ 6,111.75	$ 6,308.45	$ 6,493.59	$ 6,743.17
	DAY	$ 215.88	$ 224.61	$ 233.87	$ 243.55	$ 253.12	$ 263.98	$ 272.38	$ 281.00	$ 290.04	$ 298.56	$ 310.03
	HRS	$ 26.99	$ 28.08	$ 29.23	$ 30.44	$ 31.64	$ 33.00	$ 34.05	$ 35.12	$ 36.26	$ 37.32	$ 38.75
16.0	ANN	$ 57,567.52	$ 59,872.45	$ 62,371.76	$ 64,954.38	$ 67,537.01	$ 70,397.33	$ 72,674.48	$ 74,896.10	$ 77,117.71	$ 79,339.32	$ 82,376.54
	MO	$ 4,797.29	$ 4,989.37	$ 5,197.65	$ 5,412.87	$ 5,628.08	$ 5,866.44	$ 6,056.21	$ 6,241.34	$ 6,426.48	$ 6,611.61	$ 6,864.71
	DAY	$ 220.57	$ 229.40	$ 238.97	$ 248.87	$ 258.76	$ 269.72	$ 278.45	$ 286.96	$ 295.47	$ 303.98	$ 315.62
	HRS	$ 27.57	$ 28.67	$ 29.87	$ 31.11	$ 32.35	$ 33.72	$ 34.81	$ 35.87	$ 36.93	$ 38.00	$ 39.45
16.5	ANN	$ 58,622.79	$ 61,038.79	$ 63,565.88	$ 66,065.19	$ 68,897.74	$ 71,758.07	$ 74,090.76	$ 76,367.91	$ 78,617.30	$ 80,811.14	$ 83,891.13
	MO	$ 4,885.23	$ 5,086.57	$ 5,297.16	$ 5,505.43	$ 5,741.48	$ 5,979.84	$ 6,174.23	$ 6,363.99	$ 6,551.44	$ 6,734.26	$ 6,990.93
	DAY	$ 224.61	$ 233.87	$ 243.55	$ 253.12	$ 263.98	$ 274.94	$ 283.87	$ 292.60	$ 301.22	$ 309.62	$ 321.42
	HRS	$ 28.08	$ 29.23	$ 30.44	$ 31.64	$ 33.00	$ 34.37	$ 35.48	$ 36.57	$ 37.65	$ 38.70	$ 40.18
17.0	ANN	$ 59,872.45	$ 62,371.76	$ 64,954.38	$ 67,537.01	$ 70,397.33	$ 73,340.97	$ 75,701.43	$ 77,923.04	$ 80,061.34	$ 82,449.58	$ 85,686.19
	MO	$ 4,989.37	$ 5,197.65	$ 5,412.87	$ 5,628.08	$ 5,866.44	$ 6,111.75	$ 6,308.45	$ 6,493.59	$ 6,671.78	$ 6,870.80	$ 7,140.52
	DAY	$ 229.40	$ 238.97	$ 248.87	$ 258.76	$ 269.72	$ 281.00	$ 290.04	$ 298.56	$ 306.75	$ 315.90	$ 328.30
	HRS	$ 28.67	$ 29.87	$ 31.11	$ 32.35	$ 33.72	$ 35.12	$ 36.26	$ 37.32	$ 38.34	$ 39.49	$ 41.04
17.5	ANN	$ 61,038.79	$ 63,565.88	$ 66,065.19	$ 68,897.74	$ 71,758.07	$ 74,840.56	$ 76,978.86	$ 79,283.78	$ 81,477.62	$ 83,727.00	$ 86,836.15
	MO	$ 5,086.57	$ 5,297.16	$ 5,505.43	$ 5,741.48	$ 5,979.84	$ 6,236.71	$ 6,414.90	$ 6,606.98	$ 6,789.80	$ 6,977.25	$ 7,236.35
	DAY	$ 233.87	$ 243.55	$ 253.12	$ 263.98	$ 274.94	$ 286.75	$ 294.94	$ 303.77	$ 312.17	$ 320.79	$ 332.71
	HRS	$ 29.23	$ 30.44	$ 31.64	$ 33.00	$ 34.37	$ 35.84	$ 36.87	$ 37.97	$ 39.02	$ 40.10	$ 41.59

Book		01	02	03	04	05	06	09	12	15	18	21
18.0	ANN	$ 62,371.76	$ 64,954.38	$ 67,537.01	$ 70,397.33	$ 73,340.97	$ 76,645.62	$ 78,839.46	$ 81,144.38	$ 83,365.99	$ 85,587.60	$ 88,687.31
	MO	$ 5,197.65	$ 5,412.87	$ 5,628.08	$ 5,866.44	$ 6,111.75	$ 6,387.13	$ 6,569.95	$ 6,762.03	$ 6,947.17	$ 7,132.30	$ 7,390.61
	DAY	$ 238.97	$ 248.87	$ 258.76	$ 269.72	$ 281.00	$ 293.66	$ 302.07	$ 310.90	$ 319.41	$ 327.92	$ 339.80
	HRS	$ 29.87	$ 31.11	$ 32.35	$ 33.72	$ 35.12	$ 36.71	$ 37.76	$ 38.86	$ 39.93	$ 40.99	$ 42.47
18.5	ANN	$ 63,565.88	$ 66,065.19	$ 68,897.74	$ 71,758.07	$ 74,840.56	$ 78,034.12	$ 80,227.97	$ 82,449.58	$ 84,615.65	$ 86,892.80	$ 89,949.46
	MO	$ 5,297.16	$ 5,505.43	$ 5,741.48	$ 5,979.84	$ 6,236.71	$ 6,502.84	$ 6,685.66	$ 6,870.80	$ 7,051.30	$ 7,241.07	$ 7,495.79
	DAY	$ 243.55	$ 253.12	$ 263.98	$ 274.94	$ 286.75	$ 298.98	$ 307.39	$ 315.90	$ 324.20	$ 332.92	$ 344.63
	HRS	$ 30.44	$ 31.64	$ 33.00	$ 34.37	$ 35.84	$ 37.37	$ 38.42	$ 39.49	$ 40.52	$ 41.62	$ 43.08
19.0	ANN	$ 64,954.38	$ 67,537.01	$ 70,397.33	$ 73,340.97	$ 76,645.62	$ 79,894.72	$ 82,088.57	$ 84,310.18	$ 86,559.56	$ 88,753.40	$ 91,884.76
	MO	$ 5,412.87	$ 5,628.08	$ 5,866.44	$ 6,111.75	$ 6,387.13	$ 6,657.89	$ 6,840.71	$ 7,025.85	$ 7,213.30	$ 7,396.12	$ 7,657.06
	DAY	$ 248.87	$ 258.76	$ 269.72	$ 281.00	$ 293.66	$ 306.11	$ 314.52	$ 323.03	$ 331.65	$ 340.05	$ 352.05
	HRS	$ 31.11	$ 32.35	$ 33.72	$ 35.12	$ 36.71	$ 38.26	$ 39.31	$ 40.38	$ 41.46	$ 42.51	$ 44.01
19.5	ANN	$ 66,065.19	$ 68,897.74	$ 71,758.07	$ 74,840.56	$ 78,034.12	$ 81,449.85	$ 83,671.46	$ 85,948.62	$ 88,142.46	$ 90,391.84	$ 93,455.44
	MO	$ 5,505.43	$ 5,741.48	$ 5,979.84	$ 6,236.71	$ 6,502.84	$ 6,787.49	$ 6,972.62	$ 7,162.38	$ 7,345.20	$ 7,532.65	$ 7,787.95
	DAY	$ 253.12	$ 263.98	$ 274.94	$ 286.75	$ 298.98	$ 312.07	$ 320.58	$ 329.31	$ 337.71	$ 346.33	$ 358.07
	HRS	$ 31.64	$ 33.00	$ 34.37	$ 35.84	$ 37.37	$ 39.01	$ 40.07	$ 41.16	$ 42.21	$ 43.29	$ 44.76
20.0	ANN	$ 67,537.01	$ 70,397.33	$ 73,340.97	$ 76,645.62	$ 79,922.49	$ 83,365.99	$ 85,587.60	$ 87,753.68	$ 89,947.52	$ 92,224.67	$ 95,474.89
	MO	$ 5,628.08	$ 5,866.44	$ 6,111.75	$ 6,387.13	$ 6,660.21	$ 6,947.17	$ 7,132.30	$ 7,312.81	$ 7,495.63	$ 7,685.39	$ 7,956.24
	DAY	$ 258.76	$ 269.72	$ 281.00	$ 293.66	$ 306.22	$ 319.41	$ 327.92	$ 336.22	$ 344.63	$ 353.35	$ 365.80
	HRS	$ 32.35	$ 33.72	$ 35.12	$ 36.71	$ 38.28	$ 39.93	$ 40.99	$ 42.03	$ 43.08	$ 44.17	$ 45.73
20.5	ANN	$ 68,897.74	$ 71,758.07	$ 74,840.56	$ 78,034.12	$ 81,449.85	$ 84,921.12	$ 87,114.96	$ 89,419.89	$ 91,613.73	$ 93,835.34	$ 96,961.43
	MO	$ 5,741.48	$ 5,979.84	$ 6,236.71	$ 6,502.84	$ 6,787.49	$ 7,076.76	$ 7,259.58	$ 7,451.66	$ 7,634.48	$ 7,819.61	$ 8,080.12
	DAY	$ 263.98	$ 274.94	$ 286.75	$ 298.98	$ 312.07	$ 325.37	$ 333.77	$ 342.60	$ 351.01	$ 359.52	$ 371.50
	HRS	$ 33.00	$ 34.37	$ 35.84	$ 37.37	$ 39.01	$ 40.67	$ 41.72	$ 42.83	$ 43.88	$ 44.94	$ 46.44
21.0	ANN	$ 70,341.79	$ 73,340.97	$ 76,645.62	$ 79,922.49	$ 83,365.99	$ 86,976.11	$ 89,225.49	$ 91,502.65	$ 93,640.95	$ 95,918.10	$ 99,121.11
	MO	$ 5,861.82	$ 6,111.75	$ 6,387.13	$ 6,660.21	$ 6,947.17	$ 7,248.01	$ 7,435.46	$ 7,625.22	$ 7,803.41	$ 7,993.18	$ 8,260.09
	DAY	$ 269.51	$ 281.00	$ 293.66	$ 306.22	$ 319.41	$ 333.24	$ 341.86	$ 350.58	$ 358.78	$ 367.50	$ 379.77
	HRS	$ 33.69	$ 35.12	$ 36.71	$ 38.28	$ 39.93	$ 41.66	$ 42.73	$ 43.82	$ 44.85	$ 45.94	$ 47.47
21.5	ANN	$ 71,758.07	$ 74,840.56	$ 78,034.12	$ 81,449.85	$ 84,921.12	$ 88,559.01	$ 90,863.93	$ 93,030.01	$ 95,279.39	$ 97,528.77	$ 100,775.93
	MO	$ 5,979.84	$ 6,236.71	$ 6,502.84	$ 6,787.49	$ 7,076.76	$ 7,379.92	$ 7,571.99	$ 7,752.50	$ 7,939.95	$ 8,127.40	$ 8,397.99
	DAY	$ 274.94	$ 286.75	$ 298.98	$ 312.07	$ 325.37	$ 339.31	$ 348.14	$ 356.44	$ 365.06	$ 373.67	$ 386.11
	HRS	$ 34.37	$ 35.84	$ 37.37	$ 39.01	$ 40.67	$ 42.41	$ 43.52	$ 44.55	$ 45.63	$ 46.71	$ 48.26
22.0	ANN	$ 73,340.97	$ 76,645.62	$ 79,922.49	$ 83,365.99	$ 86,976.11	$ 90,697.31	$ 92,974.46	$ 95,223.85	$ 97,473.23	$ 99,583.76	$ 102,795.38
	MO	$ 6,111.75	$ 6,387.13	$ 6,660.21	$ 6,947.17	$ 7,248.01	$ 7,558.11	$ 7,747.87	$ 7,935.32	$ 8,122.77	$ 8,298.65	$ 8,566.28
	DAY	$ 281.00	$ 293.66	$ 306.22	$ 319.41	$ 333.24	$ 347.50	$ 356.22	$ 364.84	$ 373.46	$ 381.55	$ 393.85
	HRS	$ 35.12	$ 36.71	$ 38.28	$ 39.93	$ 41.66	$ 43.44	$ 44.53	$ 45.61	$ 46.68	$ 47.69	$ 49.23

9.02

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Classified Substitute Pay Rates Effective 4-15-2022.**

Staff Analysis:

District administration has revised the Classified Substitute Pay Rates to reflect the 3.25% salary increase to Teamsters & CSEA bargaining unit members effective for the 21/22 school year.

Recommendation:

District administration is recommending that the Board of Trustees approve the attached Classified Substitute Pay Rates.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

9.02

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph. D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

TEAMSTERS
Substitute Rates

CLASSIFICATION TITLE	RANGE		RATE: 90% OF STEP 1
BUS DRIVER	12	$ 23.58	$21.22
BUS DRIVER/TRAINER	13	$ 24.55	$22.10
BUS DRIVER/UPHOLSTERER	12.5	$ 24.02	$21.62
CHILD NUTRITION ASSISTANT I	4.5	$ 17.90	$16.11
CHILD NUTRITION ASSISTANT II	6.5	$ 19.26	$17.33
CUSTODIAN DAY	11	$ 22.74	$20.47
CUSTODIAN NIGHT	11	$ 22.74	$20.47
DISPATCH/TRAINER	13	$ 24.55	$22.10
LEAD BUILDING MAINTENANCE WORKER	16	$ 27.57	$24.81
LEAD CUSTODIAN WORKER	13	$ 24.55	$22.10
LEAD ELECTRICIAN MAINTENANCE WORKER	16	$ 27.57	$24.81
LEAD LANDSCAPE MAINTENANCE WORKER	16	$ 27.57	$24.81
LEAD MECHANIC WORKER	16.5	$ 28.08	$25.27
MAINTENANCE WORKER I	10	$ 21.89	$19.70
MAINTENANCE WORKER II	12	$ 23.58	$21.22
MAINTENANCE WORKER III * PLUMER *LOCK SMITH *LANDSCAPE *ELECTRICIAN *WELDER *H.V.A.C. *PEST CONTROL	14	$ 25.48	$22.93
MAINTENANCE WORKER IV *PLUMBER *ELECTRICIAN *H.V.A.C. *PEST CONTROL	15	$ 26.51	$23.86
MECHANIC	14.5	$ 25.92	$23.33
TELE-COMMUNICATIONS TECHNICIAN	14	$ 25.48	$22.93
WAREHOUSE WORKER I	11.5	$ 23.08	$20.77
WAREHOUSE WORKER II	12	$ 23.58	$21.22

CSEA
Substitute Rates

CLASSIFICATION TITLE	RANGE		RATE: 90% OF STEP 1
CAMPUS PARA	5.5	$ 17.88	$16.09
INFANT CARE PARAEDUCATOR	5.5	$ 17.88	$16.09
ASSESSMENT TECHNICIAN	6	$ 18.29	$16.46
COMMUNITY LIAISON	6.5	$ 18.58	$16.72
HEALTH ASSISTANT	6.5	$ 18.58	$16.72
PARAEDUCATOR	6.5	$ 18.58	$16.72
PARAEDUCATOR-BILINGUAL	6.5	$ 18.58	$16.72
OFFICE ASSISTANT I	7	$ 18.90	$17.01
PARAEDUCATOR-SPECIAL EDUCATION I	7	$ 18.90	$17.01
CHILD NUTRITION CASHIER	7.5	$ 19.26	$17.33
LIBRARY ASSISTANT	7.5	$ 19.26	$17.33
OFFICE ASSISTANT II	8	$ 19.59	$17.63
READER ASSISTANT	8	$ 19.59	$17.63
SCHOOL OFFICE ASSISTANT	8	$ 19.59	$17.63
SIGN LANGUAGE INTERPRETER	8	$ 19.59	$17.63
PARAEDUCATOR-COMPUTER ASSISTED INSTR.	8	$ 19.59	$17.63
PARAEDUCATOR-SPECIAL EDUCATION II	8	$ 19.59	$17.63
DISTRICT OPERATOR/RECEPTIONIST	8.5	$ 19.94	$17.95
OFFICE ASSISTANT III	9.5	$ 20.65	$18.59
CDC SECRETARY	10	$ 21.07	$18.96
MIGRANT EDUCATION STATISTICAL LIAISON	10	$ 21.07	$18.96
PROGRAM ADVOCATE-MIGRANT EDUCATION	10	$ 21.07	$18.96
SPECIALIZED HEALTH ASSISTANT	10	$ 21.07	$18.96
ACCOUNTANT ASSISTANT	10.5	$ 21.43	$19.29
DATA PROCESSING & SUPPORT TECHNICIAN	10.5	$ 21.43	$19.29
TRANSLATOR	10.5	$ 21.43	$19.29
SECRETARY	11	$ 21.90	$19.71
HUMAN RESOURCES ASSISTANT	12	$ 22.66	$20.39
PRINTING TECHNICIAN I	12	$ 22.66	$20.39
STAFF ASSISTANT	12	$ 22.66	$20.39
SUBSTITUTE ASSIGNMENT ASSISTANT	12	$ 22.66	$20.39
AUTISTIC INTERVENTION ASSISTANT	12	$ 22.66	$20.39
SENIOR ACCOUNTING ASSISTANT	13	$ 23.61	$21.25
ADMINISTRATIVE ASSISTANT	13.5	$ 23.98	$21.58
SCHOOL ADMINISTRATIVE ASSISTANT	13.5	$ 23.98	$21.58
CHILD WELFARE & ATTENDANCE LIAISON	14	$ 24.51	$22.06
PRINTING TECHNICIAN II	15	$ 25.48	$22.93
ACADEMIC & EVENT SPECIALIST	16	$ 26.51	$23.86
DATA RESEARCH TECHNICIAN	16	$ 26.51	$23.86
IT -HELP DESK SUPPORT	16	$ 26.51	$23.86

CSEA
Substitute Rates

CLASSIFICATION TITLE	RANGE		RATE: 90% OF STEP 1
PAYROLL TECHNICIAN	16	$ 26.51	$23.86
TRANSLATOR TECHNICIAN	16	$ 26.51	$23.86
BENEFITS/INSURANCE TECHNICIAN	17	$ 27.57	$24.81
CERTIFICATION SPECIALIST	17	$ 27.57	$24.81
MANAGEMENT INFORMATION SYSTEMS TECHNICIAN	17	$ 27.57	$24.81
NETWORK TECHNICIAN	17	$ 27.57	$24.81
TECH SUPPORT SPECIALIST	17	$ 27.57	$24.81
EXECUTIVE ASSISTANT	17.5	$ 28.12	$25.31
ACCOUNTANT	18	$ 28.73	$25.86
ASSESSMENT SPECIALIST	18	$ 28.73	$25.86
LEAD TECH SUPPORT SPECIALIST	18	$ 28.73	$25.86
DATABASE TECHNICIAN	19.5	$ 30.43	$27.39
PROGRAMMER ANALYST	22	$ 33.78	$30.40
SENIOR ACCOUNTANT	22	$ 33.78	$30.40
DATABASE ADMINISTRATOR	24	$ 36.57	$32.91
SENIOR PROGRAMMER ANALYST	24	$ 36.57	$32.91

9.03

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Resignations (Information Only).**

Staff Analysis:

Pursuant to Board Policy 4117.2 the Superintendent or her designee has accepted the following resignations.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Information Only**

Meeting: April 14, 2022
Regular Board Meeting

9.03
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES

April 14, 2022

CLASSIFIED RESIGNATIONS:

I. **Resignations:**

1.	Barron, Michelle	Transportation Scheduler Supervisor/Transportation	04/30/2022
2.	Esquivez, Krystal	School Administrative Assistant/Chavez	03/24/2022
3.	Medina, Michelle	Community Liaison/Ryan	04/01/2022

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

9.04

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Resolution # 41-21/22 Classified School Employees Week, May 15-21, 2022.**

Staff Analysis:

Alum Rock Union Elementary School District hereby recognizes and wishes to honor the contribution of the classified school employees to quality education in the state of California and in the Alum Rock Union Elementary School District and declares the week of May 15, 2022 through May 21, 2022 as Classified School Employees Week in the Alum Rock Union Elementary School District.

Recommendation:

District Administration is recommending that the Board of Trustees approve Resolution #41-21/22.

Submitted by: Tereasa Smith TBS Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

Meeting: April 14, 2022 Regular Board Meeting

9.04
Agenda Placement

Hilaria Bauer
Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
Resolution # 41-21/22
Proclaiming May 15-21, 2022
"CLASSIFIED SCHOOL EMPLOYEES WEEK"

WHEREAS, classified school employees provide valuable services to the schools and students of the Alum Rock Union Elementary School District; and

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

WHEREAS, classified school employees serve a vital role in providing for the welfare and safety of Alum Rock Union Elementary School District students; and

WHEREAS, classified school employees employed by Alum Rock Union Elementary School District strive for excellence in all areas relative to the educational community;

NOW, THEREFORE, BE IT RESOLVED, that the Alum Rock Union Elementary School District hereby recognizes and wishes to honor the contribution of classified school employees to quality education in the State of California and in the Alum Rock Union Elementary School District and declares the week of May 15-21, 2022 as *Classified School Employees Week* in the Alum Rock Union Elementary School District.

PASSED AND ADOPTED this 14th day of April 2022, by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Andrés Quintero, President _____

Minh Pham, Vice President _____

Corina Herrera-Loera, Clerk _____

Ernesto Bejarano, Member _____

Linda Chavez, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on April 14, 2022.

_____ _____

Hilaria Bauer, Ph.D., Superintendent Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

9.05

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Accept CSEA Chapter 305 Initial Bargaining Proposal to Open Negotiations for the period of July 1, 2021-June 30, 2022 with the Alum Rock Union Elementary School District.**

Staff Analysis:

Staff recommends that the Board of Trustees accept CSEA Chapter 305 initial proposal for the period of July 1, 2021-June 30, 2022 as presented and direct the Superintendent and/or designee to begin negotiations.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees:
Recommend Approval

9.05

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Dr. Hilaria Bauer, Superintendent
Alum Rock Union School District
2930 Gay Ave
San Jose, CA 95127

Re: Initial Proposal

Dear Dr. Bauer,

The California School Employees Association and its local Chapter 305 are submitting its "initial bargaining proposal" in accordance with Section 3547 of the Government Code for the upcoming Reopener negotiations (2021/2022).

Article 8 (Pay and Allowance)

CSEA has an interest to negotiate a fair and competitive wage increase.

Article 10 (Bargaining Unit Member and Dependent Insurance Coverage)

CSEA has an interest to increase the district's contribution to the health and welfare plan.

Article 11 (Holidays)

CSEA has an interest to add Juneteenth to the list of observed holidays.

Article 15 (Layoff and Reemployment)

CSEA has an interest to update layoff language to be consistent with AB 438.

Sincerely,

Robin James-Utigaard
Labor Relations Representative

02/18/2022

Upon Chapter approval, letter will be dated, signed, and sent to District for "sunshine".

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

9.06

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve New Management Position and Job Description – Bond Program Manager.**

Staff Analysis:

Under the general direction of the Assistant Superintendent of Business Services, the Bond Program Manager plans, coordinates and directs the construction, modernization, renovation and bond program for all district facilities. To ensure high quality and cost competitive services and ensures that building, construction planning and bond programs are performed in a cost effective and timely manner.

Recommendation:

District administration is recommending that the Board of Trustees approve the new management position and job description – Bond Program Manager.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

9.06

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Position Title: Bond Program Manager

Reports to: Assistant Superintendent, Business Services

Functions: Plans, coordinates and directs the construction, modernization, renovation and bond program for all district facilities. To ensure high quality and cost competitive services and ensures that building, construction planning and bond programs are performed in a cost effective and timely manner.

Areas of Responsibility and Functions:

- Act in the capacity of District Program Officer for the Bond Programs.
- Plans, coordinates and directs the facility modernization and construction program.
- Ensures that construction schedules are met and budgets are adhered to through the evaluation of facility plans, change orders, contract development and administration, and staff training and communication.
- Plans and monitors budgets and expenditures of planned projects.
- Serves as the responsible party to represent the District with local, State and Federal agencies and with architects, engineers, technical and financial consultants, legal counsel, inspectors, and contractor representatives related to facilities planning approvals, funding, and construction.
- Participates in all preconstruction activities; coordination of constructability reviews, assists in the development of construction phasing and scheduling, procurement and installation of interim housing units, assist and support the bidding process, job walks, analysis of bids before final contracts are awarded and pre-construction conferences.
- Manages General Contractors, multiple Construction Management consultants, architects and DSA Project Inspector on multiple construction projects.
- Ensures that contractors and construction managers are maintaining safe work sites and practices and that the needs of the student, teachers and administrative staff at the school sites are being protected.
- Standardization of Supplies & Materials – Responsible for management, monitoring and reporting bonds to new projects.
- Confers with design professionals as appropriate in planning capital outlay projects.
- Coordinates with appropriate personnel in preparing and receiving quotes and bids, new to planned projects.
- Develops plans and specifications, supervises and manages major capital outlay projects to be undertaken by district crews and/or outside contractors.
- Coordinates and manages site visitations, data collection and analysis to ensure prudent oversight with laws and regulations.
- Facilitates meetings at various levels and prepares necessary reports for the purpose of conveying and/or gathering information required to perform functions.
- Provides technical support to the Citizens Bond Oversight Committee.
- Performs other related duties as assigned.

Qualifications:

- Preferred Bilingual
- Preferred any combination equivalent to: Bachelor's degree or Four (4) years successful experience in a supervisory capacity in facilities, maintenance, construction, engineering or a related field.
- A thorough knowledge of construction management, contract development and contract administration
- A proven track record in budget management, personnel management, public relations, and public records management

- Prefer four years increasingly responsible supervisory experience in property management, contractor and trades supervisor at Facilities or similar type of environment, supplemented by several postsecondary courses in management, supervisory or related fields.
- Ability to use assorted computer hardware/software
- Possession of a valid California Driver's license and proof of insurance according to Board Policy
- Strong project management skills
- Communicate effectively both orally and in writing
    - SKILLS are required to perform multiple highly complex technical tasks with a need to upgrade skills in order to meet changing job conditions. Specific skills required to satisfactorily perform the functions of the job includes; interpreting and analyzing complex data and materials and draw logical conclusions; maintaining complex records and preparing complex reports; and establishing and maintaining effective working relationships with others.
    - ABILITY to plan, organize and maintain systems and processes; facilitate and negotiate resolution of complex issues and varying interests; interpret and analyze current and proposed state and federal legislation; plan, coordinate, and direct projects and preparations of reports; plan, organize and administer oversight and monitoring programs; explain and enforce policies, procedures and regulations; research and evaluate data, prepared written reports; develop and manage budgets; prepare and deliver oral presentations; train, supervise, and evaluate staff; prepare reports; maintain records; communicate effectively verbally and in writing; work with accuracy and attention to detail; operate PC and related software applications; effectively organized and prioritize assigned work; establish and maintain effective working relationships with other people.
    - WORKING ENVIROMENT: The usual and customary methods of performing the job's functions requires the following physical demands; hearing and speaking to exchange information and make presentations; dexterity of hands and fingers to operate a computer keyboard; driving a vehicle to conduct work; seeing to conduct inspection of data; some lifting, carrying, pushing and/or pulling; some climbing and balancing; stooping kneeling, and crouching, significant fine finger dexterity. Generally the job requires 80% sitting and 10% standing. The job is performed under minimal temperature variations, a generally hazard free environment, and in a clean atmosphere.

WORKING CONDITIONS:

Environment:

- Classroom and outside work setting
- Subject to frequent interruptions and daily contact with staff, parents, and students

Physical Abilities:

- Hearing and speaking to exchange information and make presentations
- Visual ability to read, prepare/process documents and small figures and monitor a wide area
- Dexterity of hands and fingers to operate a computer keyboard
- Sitting, walking and standing for extended periods of time
- Occasional carrying, pushing, pulling or lifting up to 25 pounds
- Frequent bending at the waist and stooping
- Frequent reaching overhead, above the shoulders and horizontally
- Frequent movement of head, looking up and down and side to side

Hazards:

- Some exposure to toxic materials
- Occasional contact with distraught individuals

Terms of Employment:

Salary Placement:	Classified Management Salary Schedule
Work Year:	12 Months
Evaluation:	Performance of this position will be evaluated in accordance with the classified management staff evaluation process.
Board Approved:	Pending Board Approval

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
CLASSIFIED MANAGEMENT SALARY SCHEDULE
2021-22 (3.25 %)

Board Approved: Pending
Effective: July 1, 2021

Title/Position	Work Year	1	2	3	4	5
Assistant Superintendent	219	$161,738	$169,825	$178,319	$187,231	$196,593
Officers Chief Technology Officer	219	$138,567	$145,494	$152,770	$160,409	$168,428
Director Child Nutrition Services Fiscal Services Human Resources Maintenance, Operations & Transportation Technology Services	219	$125,741	$132,029	$138,630	$145,563	$152,839
Administrator Fiscal Services	219	$108,621	$114,051	$119,753	$125,741	$132,029
Coordinators/Managers Bond Program Bond Account Child Nutrition Services Human Resources Maintenance & Transportation Operations & Security Payroll Procurement Student Information Systems State & Federal Programs	219	$100,485	$105,509	$110,785	$116,325	$122,141

* Earned Masters: $1,000 on base salary (Effective July 1, 2014)
* Earned Doctorate: $2,000 on base salary (Hire date after July 1, 2008)

Longevity Increments (5): $2,401 at 10, 14, 18, 22 and 25 years of service to the District. For initial placement of new Classified Management employees, relevant outside management experience may be used for placement on the salary schedule, including granting of any longevity increment(s).

Note: Increased longevity by 3.25%.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

9.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Receive Teamsters Local 150 Initial Bargaining Proposal to Open Negotiations with the Alum Rock Union Elementary School District for the period of July 1, 2022 to June 30, 2023.**

Staff Analysis:

District administration is recommending that the Board of Trustees receive Teamsters Local 150 initial proposal for 2022-2023 as presented and direct the Superintendent and/or designee to begin negotiations.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

9.07

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Dale Wentz
SECRETARY - TREASURER

CHAUFFEURS, TEAMSTERS AND HELPERS
LOCAL NO. 150
7120 EAST PARKWAY – SACRAMENTO, CALIFORNIA 95823
TELEPHONE (916) 392-7070 FAX 392-7675
EMAIL teamsters@teamsters150.org
26
AFFILIATED WITH THE INTERNATIONAL BROTHERHOOD OF TEAMSTERS

March 31, 2022

Via Certified Mail 7017 2400 0000 5800 9115
and First Class Mail

Hilaria Bauer
Superintendent
ALUM ROCK ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

Dear Superintendent Bauer,

In accordance with the provisions of the collective bargaining agreement now in effect between Alum Rock Elementary School District and Teamsters Local 150, this is to advise you that on behalf of our members, it is the Union's desire to begin negotiations on wages and benefits and other terms and conditions of employment to be incorporated into a new agreement for the July 1, 2022 – June 30, 2023 school year.

Representatives of the Union will be available to meet with you at a mutually convenient time and place. The specific proposals will be sent to you under separate cover to be sunshined.

Sincerely,

Alan Daurie
Business Representative

AD/ea-IBT856

cc: Dale Wentz, Secretary-Treasurer, Local 150
Tereasa Smith, Director Human Resources, Alum Rock USD

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

10.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 7, 2022

Subject: Springboard Collaborative, Extended Learning Summer Program

Staff Analysis: Springboard Collaborative will provide extended learning summer support for students in kindergarten through third grade. The program will serve approximately 240 students, who will receive reading and writing intervention in the form of balanced literacy in a blended learning model. A parent engagement program is included, and participating families will take part in weekly workshops designed to provide strategies to support readers at home.

Recommendation: Staff recommends the Board of Trustees approve the contract with Springboard Collaborative for Extended Learning Summer Program for the 2021-22 school year. Cost of contract is not to exceed $180,000.

Submitted by: Jackie Montejano Title: Administrator, Academic Services

Approved by: Rene Sanchez Title: Assistant Superintendent, Instructional Services

To the Board of Trustees:

Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

10.01

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

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ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Academic Services (School/Dept.) VENDOR NO. _____

PROGRAM MANAGER: Jacqueline Montejano

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Springboard Collaborative

   Address: 2 Penn Center,1500 JFK Blvd #1160 City: Philadelphia State: PA Zip: 19102

   Phone: (908) 902 - 7833 Email Address: t.arriaga@springboardcollaborative

   SSN: _____ or Fed I.D. #: 45-3719806 .org

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date June 21, 2022 end date July 22, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Springboard will provide summer literacy intervention for 240 students district-wide in grades K-3, with professional development for teachers and parents in the areas of balanced literacy. Locations TBD. Services may be provided in-person or virtually.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $180,000 (describe rate agreement) 240 students/4 sites - Locations TBD

   060-3218-0-5815-00-1110-1000-010110-360-7390

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

SPRINGBOARD COLLABORATIVE
SERVICE PROVIDER AGREEMENT

This Service Provider Agreement (this "**AGREEMENT**") is entered into by **Springboard Collaborative** ("**Springboard**"), a non-profit corporation with its registered office at 2 Penn Center, Suite 1160, 1500 JFK Boulevard, Philadelphia, PA, 19102, and **Alum Rock Union Elementary School District** ("**Program Provider**") located at **2930 Gay Avenue, San Jose, CA 95127**.

Background

Springboard closes the literacy gap by closing the gap between home and school. Our best-in-class literacy offerings combine personalized instruction, workshops training parents to teach reading at home, and professional development for teachers. **Springboard** envisions a world in which all children have the requisite literacy skills to access life opportunities.

Springboard and **Program Provider** hereby agree as follows:

1. **SCOPE OF SERVICES:** Springboard agrees to furnish **Program Provider** with the following services and other activities as may be requested by **Program Provider** and agreed to by **Springboard** from time to time during the duration of this **AGREEMENT** (collectively "Services"), in that **Springboard** will provide **Program Provider** with an evidenced-based literacy program, designed to improve educational outcomes for students by coaching educators and families, providing literacy workshop materials and incentives that award learning, and implementation consultation.

2. **Definitions.**

   2.1. "Program Leader" means the individual designated by **Program Provider** to lead its program.

   2.2. "Educators" means the individuals designated by the **Program Provider** conduct instructional program elements.

   2.3. "Springboard Coach" means the individual provided by **Springboard** to guide, or in certain cases assist, **Program Provider** in the implementation of its program.

   2.4. "**Coaching Sessions**" means meetings between the **Springboard Coach** and site-based **Program Leader** to plan and improve implementation of **Springboard Program**.

   2.5. "**Data System**" means the data management system provided by **Springboard** that tracks and analyzes all of **Springboard's** data throughout the **Springboard Program**, including but not limited to student and family demographic information, student

reading progress, student and parent attendance, daily family engagement, and educator observations.

2.6. "**Family Workshops**" means interactive training sessions led by **Educators** to train parents, guardians, or care-givers about effective strategies for reading with their student and to permit parents, guardians, or care-givers to share their insights and expertise on their student throughout the **Springboard Program.**

2.7. "**Springboard Program**" means the support structure developed by **Springboard** that combines targeted reading instruction, family workshops, educator coaching, and incentives to achieve lasting results through **Springboard's Family-Educator Learning Accelerator (FELA) methodology**.

2.8. **"FELA Methodology"** refers to **Springboard**'s proprietary Family-Educator Learning Accelerators (**FELA**), which helps families set and achieve reading goals with support from educators.

2.9. **"Professional Development Materials"** means the protocols and written guides developed and delivered by **Springboard** to train **Educators** on data-driven instruction, effective lesson planning, family communication, and facilitation of **Parent Workshops**.

2.10. **"Curricula"** are the proprietary lessons, presentations, and guides designed by **Springboard** as instructional content that drives literacy growth in **Springboard Program**.

2.11. "**Program Materials**" means items provided to **Program Provider** and developed by **Springboard**, including but not limited to, **Curricula**, daily lesson guides, **Professional Development Materials**, and incentive materials for students, parents, educators, and **Program Leader**. Only the **Program Materials** listed in Schedule A of this **AGREEMENT** shall constitute the items definitively provided to **Program Provider** ("Schedule A").

2.12. "**Student Reading Scores**" means reading levels measured by assessment, or some other means of evaluation, as applicable, which can be used to quantify a student's reading progress.

2.13. **"Final Day"** of programming is defined as the last calendar date on which instructional activity with students is formally scheduled in the pre-programming calendar.

2.14. **"Program Incentives"** refers to tiered rewards students and families tied to achievement in goal-setting cycles during **Springboard Program**.

2.15. **E-books** are digitally accessible books and other reading material available to families and **Educators** through a **Springboard** license.

2.16. Growth Goals are reading targets set through Family-Educator collaboration as a target for reading improvement over the course of **Springboard Program.**

2.17. Springboard Connect is a proprietary web-based texting application that serves as a family guide to a virtual **Family-Educator Learning Accelerator.**

3. Term.

3.1. The term of this **AGREEMENT** shall be as specified in Schedule B to this **AGREEMENT** ("Schedule B").

4. Scope of Work.

4.1. **Program components** specific to **Springboard** support level are detailed in Schedule C to this **AGREEMENT** ("Schedule C").

4.2. **Data Collection.**

4.2.1. The **Program Leader** will ensure that **Educators** monitor students' reading progress and daily attendance, input required information into the **Data System**, and administer sign-in protocols for **Family Workshops** during the **Springboard Program**. **Springboard** will share **Student Reading Scores** and the school- and school-level data analysis it compiles with **Program Provider**.

4.3. **Confidentiality. Student Data.**

4.3.1. All student data shared between **Program Provider** and **Springboard** in support of **Springboard Program** shall be subject to the applicable provisions of federal, state and local laws, rules and regulations pertaining to student records.

4.3.2. **Program Provider** permits **Springboard** to disseminate **Student Reading Scores** and student academic information provided by **Program Provider** to directors and employees of **Springboard** for the successful operation of the **Springboard Program**. With the consent of families, **Program Provider** will provide **Student Reading Scores** during the academic school year to **Springboard** as often as the school reading assessment is administered, within seven (7) days of their distribution to families up and until the time a parent or guardian of a student indicates otherwise.

4.3.3. **Springboard** reserves the right to present **Student Reading Scores** in the aggregate, without any personal identifying information, to funders and potential funders, student and parent participants, partnering schools and other parties interested in the mission of **Springboard** to to share the aggregate outcomes the **Springboard Program** at **Program Provider**.

5. **Responsibilities of Program Provider.**

5.1. **Collaboration with Springboard. Program Provider** will participate in the **Springboard Program** and make its best effort to support successful implementation. This includes granting program staff access to materials and available resources.

5.2. **Enrollment. Program Provider** will identify and recruit students who will participate in the **Springboard Program**.

5.3. **Program Provider** will select **Educators** to participate in the **Springboard Program**. **Educators** will be responsible for participating in **Professional Development** and Professional Learning Communities (PLCs), leading student instruction, team-building huddles and **Family Workshops**, and assessing and establishing a baseline and growth goal for every student. **Educators** should commit to the full duration of programming.

5.4. **Program Provider** will compensate **Educators** for their program-related hours to fulfill responsibilities outlined in section 5.3 of this **AGREEMENT**.

5.5. **Student Information. Program Provider** will provide to **Springboard** the most current and accurate contact, demographic, and educational information, including whether or not a student has an Individualized Education Program ("IEP"), for student and parent participants. **Program Provider** will share an enrolled student list including baseline **Student Reading Scores** and demographic information in advance of the first day of **Springboard Program**. If available, **Program Provider** will provide information regarding reading levels for enrolled students, for any date on which enrolled student reading levels are assessed.

5.6. **Legal/Regulatory Compliance. Program Provider** is exclusively responsible for ensuring its compliance with all applicable legal and regulatory requirements applicable to the **Program Provider** and this **AGREEMENT**. **Springboard** agrees to comply with all applicable state and federal law relating to student data privacy.

5.7. **Supplies and Technology.**

5.7.1. **Program Provider** will ensure **Educators** and enrolled students have access to necessary technology platforms to actively participate in digital learning. **Springboard** requires that participating families and **Educators** have access to a tablet, smartphone, or laptop and internet accessibility.

5.7.2. Fulfillment of other requests by **Springboard** will be within the discretion of **Program Provider**.

5.8. **Additional Responsibilities of Program Provider**

5.8.1. Responsibilities of **Program Provider** specific to the **Springboard Program** support type to be implemented are identified in Schedule A, Schedule B, and Schedule C and are intended to be in addition to those responsibilities outlined in **AGREEMENT**, herein.

6. **Payment Terms and Costs.** The Payment Terms and Costs are specified in Schedule B.

7. **License of Materials. Springboard** grants to **Program Provider** a non-exclusive, non-transferrable license to use the **Program Materials** for **Program Provider** or its personnel until the final day of the **Springboard Program**, including any materials provided in electronic form or computer-readable form, for use only in connection with the **Springboard Program** up to and until such time as **Springboard** decides otherwise. All **Springboard** materials used by **Program Provider** shall contain the **Springboard** name and copyright.

8. **Clearances. Program Provider** is required to confirm that their staff working for the **Springboard Program** have up-to-date Child Abuse Clearances, State Criminal Record Checks, Federal Bureau of Investigation Criminal History Background Checks, if required by the state law of **Program Provider**, and all other applicable clearances required by the appropriate local governing body, on file with **Program Provider. Program Provider** shall provide a statement to **Springboard** affirming that employees have these required clearances, including a list of relevant employees, prior to the commencement of **Springboard Program**.

9. **Intellectual Property.**

9.1. Copyright. Springboard reserves copyright in all written and electronic materials delivered and developed by **Springboard** pursuant to this **AGREEMENT**, including materials developed by **Springboard** with input from **Program Provider** staff. These materials include, but are not limited to, **Curricula**, lesson plans and instructional material developed by **Springboard** and modified by **Program Provider** staff for the purposes of the **Springboard Program**. These items may not be copied or otherwise reproduced (including through electronic media), except in execution of **Springboard Program**, without the express written permission of the duly authorized representative of **Springboard**.

9.2. Restrictions. In no event shall **Program Provider** use or permit others to use the **Program Materials** other than as permitted by **Springboard**. In no event may the **Program Materials** be sublicensed, modified, sold or transferred except as agreed to in writing and signed by **Springboard**.

9.3. Trademark and Trade Name. This **AGREEMENT** does not give **Program Provider** any ownership rights or interest in **Springboard's** trade name or trademarks.

9.4. Confidentiality. Business Data. Springboard and **Program Provider** acknowledge that, in the performance of the work or services under this **AGREEMENT** or in contemplation

thereof, it may be necessary for either party to have access to private or confidential information which may be owned or controlled by the other party, in order for the party to perform its duties under this **AGREEMENT**. **Springboard** and **Program Provider** acknowledge that disclosure to a third party or misuse of this proprietary or confidential information would irreparably harm the other party. Accordingly, **Springboard** and **Program Provider** will not disclose or use, either during or after the term of this **AGREEMENT**, any proprietary or confidential information of **Program Provider** or **Springboard** without the other party's prior written permission except to the extent necessary to perform services under this **AGREEMENT**.

9.4.1. Proprietary or confidential information includes:

9.4.1.1. The written, printed, graphic, or electronically recorded materials furnished by **Program Provider** or **Springboard** for use in this program

9.4.1.2. Any written or tangible information stamped "confidential", "proprietary, or with a similar legend

9.4.1.3. Any information that **Program Provider** or **Springboard** makes a reasonable effort to maintain the secrecy of; and other:

_____

9.4.2. Upon termination of **Springboard**'s services to **Program Provider**, or at Program Provider's request, Springboard shall deliver to **Program Provider** all materials in Springboard's possession relating to Program Provider's business.

9.4.3. Upon termination of **Springboard**'s services to **Program Provider**, or at Springboard's request, **Program Provider** shall deliver to Springboard all materials in **Program Provider**'s possession relating to **Springboard**'s business.

9.4.4. **Springboard** and **Program Provider** acknowledge that any breach or threatened breach of this Confidential Information section of this **AGREEMENT** will result in irreparable harm to the other party for which damages would be an inadequate remedy. Therefore, either party shall be entitled to seek equitable relief, including an injunction, in the event of such breach or threatened breach of the Confidential Information section of this **AGREEMENT**. Such equitable relief shall be in addition to a party's rights and remedies otherwise available at law, and are not subject to the mediation and/or arbitration clause of this **AGREEMENT**.

10. **Independent Contractors.** The employees of one party will not be considered employees of the other party within the meaning of any federal, state or local laws or regulations including, but not limited to, laws or regulations covering unemployment insurance, old age benefits, workers' compensation, labor or taxes of any kind nor within the meaning or application of the other party's employee fringe benefit programs for purposes of vacations, holidays, pension, group life insurance, accidental death and medical benefits. **Program Provider's** employees who perform the obligations of **Program Provider** hereunder shall be under the employment and ultimate control, management and supervision of **Program Provider**. **Springboard's** employees who perform the obligations of **Springboard** shall be under the employment and ultimate control, management and supervision of **Springboard**. Nothing herein shall be construed to imply that **Program Provider** and **Springboard** are in a joint venture, partnership or principal-agent relationship, and neither party shall have the right, power or authority to obligate or bind the other in any manner whatsoever, except as otherwise agreed to in writing.

11. **Entire Understanding.** This **AGREEMENT** constitutes the entire and sole understanding between the parties with respect to the subject matter hereof and supersedes any prior written agreements and any prior, contemporaneous or subsequent oral understanding, with respect to the subject matter hereof.

12. **Modification, Amendment or Addenda.** There shall be no modifications, amendments, or addenda of this **AGREEMENT**, except in writing and signed by the duly authorized representatives of both parties.

13. **Conflict.** In the event of any conflict, ambiguity or inconsistency in contractual terms and conditions between the documents comprising this **AGREEMENT**, the following order shall prevail for purposes of interpretation of this contract: (1) The latest Amendment Agreement; (2) Any Prior Amendment Agreements in reverse order; (3) The Original Service Provider Agreement; (4) Any schedules.

14. **Notices.**

FOR PROGRAM PROVIDER:
Dr. Hilaria Bauer
Superintendent, Alum Rock Union Elementary School District
Email: hilaria.bauer@arusd.org
Phone: 408-928-6821

FOR SPRINGBOARD:
Sanjeev Midha
Interim President, Springboard Collaborative
2 Penn Center, Suite 1160
1500 JFK Blvd Philadelphia, PA 19102
Email: s.midha@springboardcollaborative.org

15. **Force Majeure.** Neither **Springboard** nor **Program Provider** shall be deemed to have breached any provision of **AGREEMENT** as a result of any delay, failure in performance, or suspension or

prevention of the performance of any obligation under **AGREEMENT** resulting directly from events beyond either party's reasonable control including, but not limited to fire; flood; weather events; acts of God or other casualties; the laws or actions of any governmental authority; declaration of state emergency; acts of terrorism; or law enforcement activity. In mutual collaboration, **Springboard** and **Program Provider** will either seek to reschedule any cancelled events at a mutually agreeable date or cancel performance with no penalty if it has not yet been completed.

16. **Dispute Resolution.** If a dispute arises under this Agreement, the parties agree to first try to resolve the dispute with the help of a mutually agreed-upon mediator in Philadelphia County, Pennsylvania. Any costs and fees other than attorney fees associated with the mediation shall be shared equally by the parties. If it proves impossible to arrive at a mutually satisfactory solution through mediation, the parties agree to submit the dispute to a mutually agreed-upon arbitrator in Philadelphia County, PA. The decision of the arbitrator shall be final and legally binding. Judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction to do so. Costs of arbitration, including attorney fees, will be allocated by the arbitrator. In the event a party fails to proceed with arbitration, unsuccessfully challenges the arbitrator's award, or fails to comply with the arbitrator's award, the other party is entitled to costs of suit, including reasonable attorney's fee for having to compel arbitration or defend or enforce award.

17. **Indemnification. Program Provider hereby agrees to indemnify and hold harmless Springboard as well as its Board of Directors, its officers, agents, legal representatives, employees, volunteers, successors, and assigns, from and against any and all losses, liabilities, damages, demands, fees and expenses or causes of actions (whether negligent or intentional), which may incur based upon a breach of any term or condition of this Agreement.**

18. **Governing Law.** This **AGREEMENT** shall be construed to be made and interpreted under the laws of the Pennsylvania.

19. **Severability.** If any clause, provision or section of this Agreement shall, for any reason, be held illegal or invalid by a court or state or federal agency, the illegality or invalidity of such clause, provision or section shall not affect any of the remaining clauses, provisions or sections hereof, and this Agreement shall be construed and enforced as if such illegal or invalid clause, provision or section had not been contained herein.

IN WITNESS WHEREOF, and intending to be legally bound, the parties, by their duly authorized representatives, have caused this **AGREEMENT** to be executed.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

_____

_____	By: _____
Date	*Dr. Hilaria Bauer, Superintendent*

SPRINGBOARD COLLABORATIVE

March 18, 2022	By: DocuSigned by: Sanjeev Midha 91E90520FBFC4AE...
Date	*Sanjeev Midha Interim President*

SCHEDULE A:

SPRINGBOARD PROGRAM MATERIALS

The following list of **Program Materials** shall apply to **AGREEMENT** between **Alum Rock Union Elementary School District (Program Provider)** and **Springboard Collaborative (Springboard)**:

A. **DEFINITIONS:** This section shall encompass all definitions in the **AGREEMENT**, Schedule B, Schedule C, and as follows:

A.1. "Student Libraries" refers to sets classroom book sets loaned by **Springboard** to each **Program Provider** as supplemental reading material for student instruction.

B. **FELA Resources and Tools**

B.1. Curricula

B.1.1. Springboard will digitally deliver Springboard reading readiness and phonics lessons, Family Workshop slides with facilitator notes, presentation notetakers, and Reading Tip Sheets via **Slinky**.

B.1.2. Program Provider and **Educators** will lose access and permission to use **Professional Development Materials, Curricula** and all other **Program Materials** on the final day of **Springboard Program** without express written consent by **Springboard**.

B.1.3. Curricula, and other **Program Materials,** are non-transferrable.

B.1.4. Curricula, digital and print, may only be disseminated by **Program Provider** to students and **Educators** within the context of the **Springboard Program** only, as governed by this **AGREEMENT**.

B.2. Program Incentives

B.2.1. Springboard will deliver **Program Incentives** as defined by **Springboard** to **Program Provider** at a mutually agreed upon centralized site and stage of **Springboard Program**.

B.2.2. Springboard provides **Program Incentives** only for each student who earns them by reaching targeted **Growth Goals**.

B.2.3. Program Provider is responsible for receiving **Program Incentives** and maintaining them in a secure place until distribution. Upon delivery, the liability for any loss of **Program Incentives** shall be the responsibility of **Program Provider**.

B.2.4. Program Provider is responsible for distributing **Program Incentives** to families, in a timely fashion, in accord with **Growth Goals** defined for each student at the outset of programming.

B.2.5. Program Provider will return all unearned **Program Incentives** at the conclusion of **Springboard Program**.

C. Books

C.1. Springboard will provide **Program Provider** with a **Student Library** and read-aloud texts for the duration of **Springboard Program**. These are intended as a safety net. **Program Provider** will supplement with available books to give classrooms the most robust libraries possible.

C.2. Educators will be granted access to **E-books** through a vendor selected by **Springboard** to accommodate **Curricula** with leveled reading materials.

C.3. Springboard will supply **Family Book Packs**, curated book sets that families retain to encourage at home reading, to match **Enrollment** prior to **Springboard Program**. **Program Provider** is responsible for distributing **Family Book Packs** during the first week of **Springboard Program**.

C.4. Books will be distributed to a central location agreed upon by **Springboard** and **Program Provider**. Upon delivery, the liability for any loss or damage of **Books,** excluding normal wear-and-tear, shall be the responsibility of **Program Provider**.

C.5. Program Provider must return complete and undamaged, outside of normal wear, **Student Library** sets to **Springboard** at the conclusion of **Springboard Program**.

D. Additional Springboard Resources

D.1. Springboard will supply one student and one parent (adult) t-shirt for each enrolled student, as well as t-shirts for **Educators**.

D.2. Springboard will provide **Enrollment Coordinators** with marketing materials to recruit students and families.

SCHEDULE B:

PAYMENT AND TERM OF SERVICE CONDITIONS

The following terms shall apply to **Alum Rock Union Elementary School District (Program Provider)** and **Springboard Collaborative (Springboard)**:

A. **DEFINITIONS:** This schedule shall encompass all definitions in the **AGREEMENT** (§2), Schedule A, Schedule C, and as follows herein.

B. **TERM:** This section shall encompass the definitions in the foregoing Agreement and the following:

B.1. **The AGREEMENT** shall commence on the later date it is signed by both the **Program Provider** and **Springboard** (the "**Execution Date**") and shall expire 90 days following the end of **Springboard Program**. Both parties may agree to extend the term of the **AGREEMENT** by an addendum (as specified in **AGREEMENT** § 12).

B.2. If applicable, **Springboard** will retain the right to collect and retain educational and demographic data from **Program Provider** through the expiration of this **AGREEMENT**.

C. **PRICING INFORMATION:**

C.1. Program Season: Summer 2022
C.2. Total Number of Sites: 4 sites
C.3. Expected Enrollment: 240 students
C.4. Support Package Fee (per Site): $ 15,000
C.5. Student Bundle Fee (per **Expected Enrollment**): $ 500
C.6. Expected Total Payment: $ 180,000

D. **Enrollment.**

D.1. **Expected Enrollment** means the number of students projected to register in **Springboard Program(s)** as determined by the parties, as specified in Section C.3 of this Schedule B. **Program Provider** agrees to pay **Student Bundle Fee** as defined in C.5 per **Expected Enrollment** defined in C.3.

D.2. **Extra Enrollment** means students in excess of **Expected Enrollment** that attend twenty-five percent (25%) or more of the **Springboard Program(s)** as determined by **Springboard**.

D.3. Enrollment means the number of students that attended at least 1 **Springboard Program(s)** session or more of the **Springboard Program(s)** as determined by **Springboard**. For the purposes of **Total Payment Due**, **Enrollment** is said to be equal to **Expected Enrollment** upon execution of this **AGREEMENT**, unless adjusted upward for **Extra Enrollment** as noted in D.4 of this Schedule B.

D.4. Payment Adjustment shall be added to **Third Payment** and equals **Extra Enrollment** (if applicable) multiplied by the **Student Bundle Fee** in C.5 of this Schedule B.

E. COSTS. In support of the **Springboard Program(s)**, **Program Provider** shall pay:

E.1. Educators: **Program Provider** hires and is solely responsible for compensating **Educators** for their **Springboard Program** time, including **Professional Development**, home visits/team building huddles, family workshops, student instruction, and PLCs (~140 hours per educator).

E.2. Costs associated with digital technology platforms used for implementation, and to ensure that all students have access to requisite technology in **AGREEMENT**, section 5.7.1.

F. PAYMENTS.

F.1. Total Payment due from **Program Provider** is **$ 180,000**, unless adjusted in accordance with the foregoing paragraph.

F.2. Invoices. Except as otherwise provided herein, **Springboard** will send **Program Provider** an invoice for each payment designating the payment due date as Net 30 days. **Program Provider** shall pay **Springboard** in three installments as follows:

F.2.1. Upon execution of the **AGREEMENT**, **Program Provider** will be invoiced for **First Payment** (20% of **Total Payment Agreement**), which is non-refundable. **First Payment** is required in order for **Program Provider** to gain access to the **Springboard** products and services described in the **AGREEMENT**. This payment shall be delivered to **Springboard** (i) overnight courier or U.S. Priority Mail via certified check or standard check, or (ii) via ACH payment (preferred).

F.2.2. Program Provider will be invoiced for **Second Payment** (50% of **Total Payment Agreement**) on the date of the first scheduled **Professional Development** for **Springboard Program** and make **Second Payment** by the designated due date. **Second Payment** is non-refundable.

F.2.3. Program Provider will be invoiced for **Third Payment** (the remainder of **Total Payment** outstanding, plus **Payment Adjustment**, if applicable) upon **Final Day** of

instruction for **Springboard Program** and make **Third Payment** by the designated due date. **Third Payment** is non-refundable.

F.3. Consequences of Delinquent Payment - Default

F.3.1 If **Program Provider's** payment is more than thirty (30) days late from assigned due date, **Program Provider** will be deemed to be in default (**Default**).

F.3.2 If in **Default, Program Provider** shall pay penalty charges of two percent (2%) per month for every thirty (30) days past the original date of invoice.

F.3.3 If **Program Provider** is in **Default, Springboard** may terminate this **AGREEMENT** immediately.

F.3.4 In the event of termination as a result of **Default, Program Provider** must return any materials or resources received from **Springboard,** upon demand.

F.3.5 In the event of termination as a result of **Default, Program Provider** must assume full responsibility for lost wages to **Program Leader, Educators**, and any other **Springboard Program** staff.

SCHEDULE C:

SPRINGBOARD PROGRAM COMPONENTS

The following Scope of Work shall apply to **Alum Rock Union Elementary School District (Program Provider)** and **Springboard Collaborative (Springboard)**:

A. **DEFINITIONS:** This section shall encompass all definitions in the **AGREEMENT**, Schedule A, Schedule B, and as follows:

A.1. "Program Leader" means a person recommended by **Program Provider** and hired by **Springboard** to lead implementation of the **Springboard Program**. The **Program Leader** oversees student reading assessment, **Coaching Sessions**, afterschool reading instruction, and family workshops, ensuring that all classrooms are successful. The **Program Leader** will be hired, trained, employed, and paid by **Springboard**.

B. **Responsibilities of Springboard and Program Provider**

B.1. Professional Management

B.1.1. Springboard will provide access to a dedicated **Springboard Coach** to support implementation of **Springboard Program** based in **FELA Methodology.**

B.1.2. Springboard Coach will host the initial **Springboard Program** planning meeting.

B.1.1. Springboard, with input from **Program Provider**, will select a **Program Leader. Program Provider** will distribute **Program Leader** job description, recommend candidates, and provide space to conduct interviews.

B.1.2. Program Provider will select an **Enrollment Coordinator**, who will be responsible for recruiting students to achieve the **Expected Enrollment** target.

B.1.3. Program Leader and **Enrollment Coordinator** will be compensated by **Springboard** at a value defined in a formal offer letter agreement.

B.1.4. Springboard will provide **Program Provider** with materials and process to support **Educator** hiring, including job descriptions and offer letters.

B.1.5. Springboard will provide **Enrollment Coordinators** with marketing materials to recruit students and families.

B.2. Professional Development (PD).

B.2.1. Springboard Coach will support the **Program Leader** with leadership development and weekly planning meetings.

B.2.2. Coaching Sessions. During the 10-week afterschool Springboard Program, the **Program Leader** will work with the **Springboard Coach** to co-lead a weekly 60-minute **Coaching Session**.

B.2.3. Coaching Sessions. During the 5-week Springboard summer program, the **Program Leader** will conduct twice weekly, 60-minute-long **Coaching Sessions** with **Educators**.

B.2.4. Pre-Programming. Professional Development sessions (12 hours for **Springboard Summer** and 10 hours for **Springboard Afterschool**) for **Educators** shall be hosted by **Program Provider** and facilitated by **Program Leader** during pre-programming of **Springboard Program.**

B.2.5. Professional Learning Community sessions (PLCs). Educators shall participate in two hour-long weekly Professional Learning Community Sessions for **Springboard Summer** and one hour-long weekly Professional Learning Community Sessions for **Springboard Afterschool**. **PLCs** will be hosted by **Program Provider** and facilitated by **Program Leader**.

B.2.6. Springboard will grant access to on-demand web-based **Professional Development Materials**.

B.2.7. Springboard will train the **Enrollment Coordinator** to recruit students and families.

B.3. Data portal and Connect

B.3.1. Educators and **Program Leader** will access **Curricula** and **Professional Development Materials** and track **Growth** Goals via **Data System**.

B.3.2. Springboard will provide credentials for **Springboard Connect** to enrolled families for the duration of **Springboard Program**.

B.3.3. Program Provider receives an **Impact Report**, which details site accomplishments including registration, attendance, **Program Incentives** earned, and growth goals met, at a scheduled date after the final day of **Springboard Program**.

B.3.4. Program Provider will be responsible for prompt submission of student attendance and assessment data into **Data System.**

B.3.5. The **Program Leader** will ensure that **Educators** monitor student reading progress and daily attendance, input required information into the **Data System**, and administer sign-in protocols for **Family Workshops** during the **Springboard Program**. **Springboard** will share **Student Reading Scores** and the school- and classroom-level data analysis it compiles with **School**.

C. Additional Program Provider Responsibilities

C.1. Program Provider will provide educational facilities to host student instruction, **Professional Development**, **PLCs**, and **Family Workshops** for in-person **Springboard Program** at no charge to **Springboard**.

C.2. Program Provider will ensure **Educators** have basic classroom materials, including projectors or SmartBoards for each classroom.

C.3. Program Provider will provide internet access on premises.

C.4. Other requests by **Springboard** will be within the discretion of **Program Provider**.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

10.02

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 22, 2022

Subject: **Devine Intervention Services**

Staff Analysis: The proposed contract will provide Mental Health services and behavior clinical support to special education TK-5th grade students within the Alum Rock District per students Individualized Education Program (IEP) requirements.

Recommendation: Staff recommends the Board of Trustees approve the contract with Devine Intervention Services for the 2022-2023 school year. Services will also include the 2021-2022 and 2022-2023 ESY programs. The cost of this contract will be $198,045. Contract will be paid out of restricted Mental Health funds.

Submitted by: Anthony Colonna Title: Director, Special Education

Approved by: Rene Sanchez RS Title: Assistant Superintendent of Instructional Services

To the Board of Trustees:

Recommend Approval

10.02
Agenda Placement

Meeting: May 12, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Special Education Department (School/Dept.) VENDOR NO. _____

Submitted by: Anthony Colonna, Director

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Devine Intervention Services

   Address: P.O. Box 53663 City: San Jose State: Ca Zip: 95153

   Phone: (415) 298-6472 Email Address: DevineInterventionServices@gmail.com

   SSN: 545-67-8926 or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date July 1, 2022 end date July 31, 2023

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   The proposed contract will provide Mental Health services and behavior clinical support to special education TK-5th grade students within the Alum Rock District per students Individualized Educational Program (IEP) requirements. Contractor will manage cases of students with counseling IEP services for the District.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   X a. **Fee Rate:** $130.00/hr per hour/day of service as may be requested by ARUESD, not to exceed a maximum of 200/days hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   _____ b. **Other:** $_____ (describe rate agreement) _____

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
080	3327	0	5815	00	5750	1190	000000	380	3327	185,695	
080	6500	0	5815	00	5750	1130	000000	380	1750	12,350	4/5/22

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Proposed Contract for Devine Intervention Services for the 2022-2023 school year at Alum Rock Union School District, Special Education Department:

Start Date: July 1, 2022
End Date: June 30, 2023
Rate of Pay: $130/ hour
Timeline: 7.5 hours per day for 180-day School Year (1,350 hours) with Extended School Year (approximately 4.5 hours for 20 days= 90 hours); 2-3 additional hours per month as needed to attend required IEP meetings, family collaboration meetings and therapeutic support (a maximum of 27 hours)
Maximum number of hours for the 2021-2022 school year: 1,467
Caseload: Maximum number of students on caseload: 23 students
Job Title: Therapeutic Coordinator for the Special Education Department
Services to be Performed:
Erin Devine, Licensed Marriage and Family Therapist #98035 will provide behavioral and therapeutic support services for students with IEPs. Services to include: both individual and group therapy sessions; Social Emotional Learning consultation; participation in IEP meetings; provide professional development for families and staff to meet the mental health needs of ARUSD students; and collaboration with IEP teams. Therapist will also manage the cases of students with counseling IEP services for the Special Education Department. This includes tracking the cases and assigning cases to special education therapists.

Erin Devine, LMFT #98035
Devine Intervention Services
San Jose, CA

3/7/2022
Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

11.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 24, 2022

Subject: **Zum Services Inc. Independent Contract**

Staff Analysis: The Board approved contract 226139 to provide alternative transportation services for its special Education students through Zum Services, Inc. At the beginning of the school year of 2021, Zum provide transportation for 3 students. As the year progressed, more students needed the alternative transportation services. Due to the increase of additional students, fuel prices and additional mileage, we request an increase to the current contract.

Recommendation: Staff recommends the Board of Trustees approve the increase of the current contract amount of $75,000.00 to continue to provide alternative transportation for special need students for the remainder of the FY 2021-2022. The grand total of the contract will be $135,000.00.

Submitted by: Ed Villarreal Title: Maintenance,Operation and Transportation Director

Approved by: Kolvira Chheng Title: Assistant Superintendent of Business Services

To the Board of Trustees:

Recommend Approval

11.01
Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHARGE ORDER (POCO)

P.O. No. ------ Contract No. CO 226139 Contract Original Amount: $60,000.00

Vendor Name: Zum Services, Inc. Vendor No. 023116

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
✓ Increase Amount Line Item No.: 1
_____ Decrease Amount Line Item No.: _____
_____ Add Line No.: _____
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
_____ Other _____

CONTRACTS ONLY

Change Orders:

Contracts Original Amount	$ 60,000.00
Change Order #: 1	$ 75,000.00
Change Order #: _____	$ _____
Change Order #: _____	$ _____
New Contract Total (including Change Orders)	$ 135,000.00

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	PRG. TITLE	BUS. OFC
010	0000	0	5815	00	1110	3600	000000	470	3270	75,000		
	0000	0		00			000000					

3/22/2022

Reason for Adjustment:

Due to additional students, fuel prices and additional mileage we request additional monies for payment of monthly invoices through the end of FY 2021-2022 school year for the alternate transportation for special needs students.

School/Dept.: Transpoprtation Dept. Requested by: Michelle Barron

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

_____ Program Manager

_____ Purchasing Manager

Date Requested: 3/14/2022 Date Entered: _____ Entered By: _____

(Pursuant to Public Contract Code 20118.4, the total cost of change orders shall not exceed the greater of $15,000.00 or 10% of the original contract amount. The ARUESD Board of Trustees must approve changes exceeding these limits.)

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

12.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **APPROVAL OF BOARD MEETING MINUTES FOR THE FOLLOWING DATE:**

- **March 3, 2022, Special Board Meeting**
- **March 10, 2022, Regular Board Meeting**

RECOMMEND APPROVAL

Submitted by: Hilaria Bauer Title: Superintendent

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

12.01
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

DRAFT MINUTES
ALUM ROCK ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

MINUTES OF A SPECIAL BOARD MEETING
BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Thursday, March 3, 2022, 6:00 p.m. at the Alum Rock Union School
Board Members and Superintendent participated via Zoom Meeting
Meeting #12-21/22

1. OPEN SESSION

1.01 Call to Order/Roll Call/Land Acknowledgment/Pledge of Allegiance

President Andrés Quintero welcomed everyone in the audience. President Andrés Quintero called the Board Meeting to order at 6:00 p.m. followed by Roll Call.

Board Members Present:

Andrés Quintero	President
Minh Pham	Vice-President
Corina Herrera-Loera	Clerk
Linda Chavez	Member
Ernesto Bejarano	Member

Administrative and Support Staff Members Present:

Dr. Hilaria Bauer	Superintendent
Rene Sanchez	Assistant Superintendent, Instructional Services
Kolvira Chheng	Assistant Superintendent, Business Services
Tereasa Smith	Director, Human Resources
Maribel Carrillo	Sr. Executive Assistant, Superintendent's Office

1. OPEN SESSION *(continued)*

1.01 Call to Order/Roll Call/Land Acknowledgment/Pledge of Allegiance

President Andrés Quintero said there is a quorum.

2. Public Hearing

2.01 Public Hearing on Proposed Qualified Special Tax

President Andrés Quintero opened the public hearing at 6:04 pm.

Public Comment:

1) Adriene Vane said she is a teacher at Joseph George Middle School. She commented that the district was using the parcel tax to retain teachers.

President Andrés Quintero closed the public hearing at 6:06 pm.

3. Superintendent/Board Business

3.01 Presentation of Parcel Tax Survey.

Dave Metz from FM3 Research gave a PowerPoint presentation on the Parcel Tax Survey.

Member Ernesto Bejarano asked about the best strategy to use with voters in opposition.

Counsel William Tunick said an informational campaign might do once there is a measure on the ballot.

Clerk Corina Herrera-Loera asked during the phone interviews if there was a conversation.

Dave Metz replied that there was a script of questions the interviewer asked.

Member Linda Chavez said that on January 27, 2022, the firms had stated that first, the district needed to be strengthened. She asked Dave Metz what did he think about that.

Dave Metz said he could not speak about the financial sort outside of his expertise.

3. Superintendent/Board Business *(continued)*

President Andrés Quintero said the education funding in California is a critical way to make up funding for the parcel tax.

3.02 Approval of Resolution No. 35-21/22, Calling Education Parcel Tax Election on June 7, 2022, for a Proposed Renewal of an Existing Parcel Tax.

MOTION #01-14 by Clerk Corina Herrera-Loera to approve Action Item 3.01 as presented. MOTION #01-14 was seconded by Vice-President Minh Pham.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Noes: Member Linda Chavez Vote: 4/1; Motion Carries

3.03 Creation of a teacher and workforce housing project.

President Andrés Quintero said the Workforce Housing Taskforce would be for affortable housing for teachers in the district. He said if possible to use some of the school district's assets to create housing.

President Andrés Quintero said the task force would be compressed by Board President, Fellow Board Member, Jocelyn Merz AREA, Thanh Phu Teamsters, Sharon Fontaine CSEA, Assistant Superintendent Chheng, and Superintendent Bauer.

Member Ernesto Bejarano thanked President Andrés Quintero for bringing this item forward. He said Clerk Corina Herrera-Loera said she had expressed interest in the item on hand, and if she would like to be a part of the committee, he would support it. He asked for a timeline.

President Andrés Quintero replied about a week or so.

Vice-President Minh Pham said he is in favor of this item.

President Andrés Quintero asked Clerk Corina Herrera-Loera if she was interested since she was nominated.

Clerk Corina Herrera-Loera said she is interested.

MOTION #02-14 by Member Linda Chavez bring the taskforce to information and the item you described Corina as well.

President Andrés Quintero said there was no second on the floor's motion, and the motion died.

3. Superintendent/Board Business *(continued)*

MOTION #03-14 by Vice-President Minh Pham to approve what was stated. MOTION #03-14 was seconded by Member Linda Chavez.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera.
Vote: 5/0; Motion Carries

4. Business Services

4.01 Approve Contract with Dale Scott & Co., Inc., as Municipal Advisor.

MOTION #04-13 by Vice-President Minh Pham to approve Action Item 4.01 as presented. MOTION #04-13 was seconded by Clerk Corina Herrera-Loera.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Noes: Member Linda Chavez
Vote: 4/1; Motion Carries

5. Consent Calendar

5.01 Approve Contract for Professional Services- Firms/Organization.

MOTION #05-13 by Vice-President Minh Pham to approve Action Item 4.01 as presented. MOTION #05-13 was seconded by Member Linda Chavez.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera.
Vote: 5/0; Motion Carries

6. Closed Session

6.01 Recess to Closed Session

President Andrés Quintero announced the items that would be discussed in Closed Session. There were no public comments from the audience at this time.

7. RECONVENE TO OPEN SESSION

7.01 Report of Action Taken in Closed Session.

President Andrés Quintero said there was nothing to report out.

8. Adjournment

8.01 President Adjourns the Meeting

President Andrés Quintero adjourned the meeting at 8:37 p.m.

Respectfully submitted,

_____

Clerk Corina Herrera-Loera
Board Clerk

DRAFT MINUTES
ALUM ROCK ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

MINUTES OF A REGULAR MEETING OF THE BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Thursday, March 10, 2022, 5:30 p.m. at the Alum Rock Union School
Board Members and Superintendent participated via Zoom Meeting
Meeting #13-21/22

1. OPEN SESSION

1.01 Call to Order/Roll Call/Pledge of Allegiance

Vice-President Minh Pham welcomed everyone in the audience. Vice-President Minh Pham called the Board Meeting to order at 5:30 p.m. followed by Roll Call.

Board Members Present:

Andrés Quintero	President	*(arrived late at 5:33pm)*
Minh Pham	Vice-President	
Corina Herrera-Loera	Clerk	
Linda Chavez	Member	
Ernesto Bejarano	Member	

Administrative and Support Staff Members Present:

Dr. Hilaria Bauer	Superintendent
Rene Sanchez	Assistant Superintendent, Instructional Services
Kolvira Chheng	Assistant Superintendent, Business Services
Tereasa Smith	Director, Human Resources
Maribel Carrillo	Sr. Executive Assistant, Superintendent's Office

1. OPEN SESSION *(continued)*

1.01 Call to order/Roll Call/Pledge of Allegiance

Vice-President Minh Pham said there was a quorum.

1.02 Discussion And/Or Modification(s) of the Agenda

Superintendent Bauer asked to pull item 9.05 for further edits.

2. Closed Session

2.01 Recess to Closed Session

Vice-President Minh Pham announced the items that would be discussed in Closed Session. There were no public comments from the audience at this time.

3. RECONVENE TO OPEN SESSION

3.01 Report of Action Taken in Closed Session.

Superintendent Bauer said the Board approved the appointment of Cesar Torrico to be the next Assistant Superintendent of Human Resources.

4. Special Presentation

4.01 Ethnic Studies Committee Presentation

Principal Ivan Montes and Ms. Camille Llanes-Fontanilla gave a PowerPoint presentation on Ethnic Studies.

Public Comment:

1) Veronica Talton thanked Principal Ivan Montes and Ms. Llanes-Fontanilla on behalf of the Racial Equity Committee. She said she valued the initiative to move the work forward.

2) Maha Elgenaidi said she is a member of the Ethnic Studies Committee. She said she hopes the Board will approve the adopt the recommendation.

4. Special Presentation *(continued)*

Public Comment:

3) Adriane Vane said she is a language arts teacher. She said there should be more diverse novels for children.

4) Melissa Nievera-Lozano said she is a member of Ethnic Studies at Evergreen Valley College. She said Alum Rock Union School District is preparing for the future.

5) Jacqueline Ramirez commented that she is part of the Ethnic Studies Committee. She thanked the Ethnic Studies Committee for their effort toward a more profound background.

6) Shakira Asuncion Perez said she fully supported the Alum Rock Union School District Ethnic Studies.

7) Eleanore Carper said white women are the inclusion of Ethnic Studies in the curriculum in public schools.

Clerk Corina Herrera-Loera thanked Ms. Camille Llanes-Fontanilla and Principal Ivan Montes. She commented that Member Ernesto Bejarano did a great job supporting Ethnic Studies. She asked that Superintendent Bauer and Assistant Superintendent Chheng look into the budget.

Superintendent Bauer said the community could incorporate it into the LCAP.

Member Ernesto Bejarano thanked Ms. Camille Llanes-Fontanilla and Principal Ivan Montes for the presentation. He asked how this would be integrated into T-K.

MOTION #01-13 by Clerk Corina Herrera-Loera to approve the recommendation set forth by the Ethnic Studies Committee.

Ms. Camille Llanes-Fontanilla said that it must be age-appropriate.

Principal Ivan Montes said what is being offered is a vision and ground it.

President Andrés Quintero thanked the committee. He said this was very important. He commented that this was Alum Rock's response to breaking down barriers.

Vice-President Minh Pham thanked Ms. Camille Llanes-Fontanilla and Principal Ivan Montes for putting the presentation together. He commented that being able to work with different ethnic backgrounds is important.

4. Special Presentation *(continued)*

MOTION #01-13 by Clerk Corina Herrera-Loera to approve the recommendation set forth by the Ethnic Studies Committee. MOTION #01-13 was seconded by Member Ernesto Bejarano.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Noes: Member Linda Chavez Vote: 4/1; Motion Carries

4.02 ARUSD Celebration of Women's History Month and International Women's Day Presentation.

Academic Services Administrator Ms. Jackie Montejano gave a PowerPoint presentation on the Celebration of Women's History Month and International Women's Day Presentation.

Member Ernesto Bejarano thanked Ms. Jackie Montejano, staff, and students. He commented that he enjoyed the presentation.

5. Public Members Who Wish To Address The Board

5.01 Requests to Address the Board

1) Ms. Tanner thanked Superintendent Bauer for addressing the PPE. She asked to lift the outdoor mask mandate.

6. Comments and Communications

6.01 Alum Rock Administrator's Association (ARAA)

Principal Jennifer Doherty thanked the Board for considering item 8.02 Administrators raise. She shared what was going on at the school sites.

6.02 Teamsters

Teamsters Elias Virdro said he appreciated all the things going on in the district.

6.03 California School Employee's Association (CSEA)

President Sharon Fontaine welcomed Mr. Cesar Torrico to Alum Rock. She thanked Director Sandra Garcia for the LCAP meeting.

6. Comments and Communications *(continued)*

6.04 Alum Rock Educator's Association (AREA)

AREA President Jocelyn Merz welcomed Mr. Cesar Torrico, Assistant Superintendent of Human Resources. She thanked the District Management team for starting negotiations for school years 2022-2023 and 2023-2024. She commented it would be helpful to have employees feel valued.

6.05 Superintendent

Superintendent Bauer said that when she saw students uplifting their caretakers and mothers, she could see how society values those things. She thanked everyone who is helping raise our children.

6.06 Board of Trustees/Communications/ Comments

Clerk Corina Herrera-Loera said she wanted to invite everyone to the Mexica New Year. She said it would be a big event.

Member Ernesto Bejarano said he attended a presentation given by Havard Graduate School of Education regarding teachers. She commented that the data showed how teachers felt during the pandemic.

Vice-President Minh Pham said this district has been valuable to the community by providing meals. He commented that on Friday, March Madness would start.

7. Public Hearing

7.01 Public Hearing. District's Initial Bargaining Proposal to Open Negotiations with CSEA Chapter 305; Re: 2021-2022 Reopeners.

Vice-President Minh Pham opened the hearing at 9:25pm.

Vice-President Minh Pham closed the hearing at 9:26pm.

8. Superintendent/ Board Business

8.01 Discussion/Consideration to Approve Resolution #23-21/22 Authorizing Remote Virtual/Teleconference Meetings of The Board And District Committees Subject to the Brown Act for the Period March 19, 2022 –April 15, 2022.

MOTION #02-13 by Member Linda Chavez to approve Action Item 8.01 as presented. MOTION #02-13 was seconded by Member Ernesto Bejarano.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

8.02 Approve Unpresented Management/Supervisory/Confidential Employees 3.25% increase to current salary schedule, effective July 1, 2022 and a one-time off schedule payment equal to 3% of salary for the 2021-2022 school year.

MOTION #03-13 by Member Linda Chavez to approve Action Item 8.02 as presented. MOTION #03-13 was seconded by Member Ernesto Bejarano.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

8.03 Approve 3.25% Increase to Superintendent's Current Base Salary, Effective July 1, 2021, and Approve a One-Time Stipend to Superintendent Equal to 3.0% of Superintendent's Base Salary for the 2021-2022 School Year.

MOTION #04-13 by Member Ernesto Bejarano to approve Action Item 8.03 as presented. MOTION #04-13 was seconded by President Andrés Quintero.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Absent: Member Linda Chavez Vote: 4/1; Motion Carries

8.04 Approve Resolution #37-21/22 Re: The Equitable And Fair Distribution of California Prekindergarten Planning And Implementation Grant Program Funds For The Prekindergarten School Children In Our Public School District.

MOTION #05-13 by Member Ernesto Bejarano to approve Action Item 8.04 as presented. MOTION #05-13 was seconded by Member Linda Chavez.

8. Superintendent/ Board Business *(continued)*

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

9. Instructional Services

9.01 Resolution No. 31-21/22 California Public Schools Month – April 2022.

MOTION #06-13 by Member Ernesto Bejarano to approve Action Item 9.01 as presented. MOTION #06-13 was seconded by Clerk Corina Herrera-Loera.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

9.02 Resolution No. 33-21/22 Dolores Huerta Day – April 10, 2022.

MOTION #07-13 by Clerk Corina Herrera-Loera to approve Action Item 9.02 as presented. MOTION #07-13 was seconded by President Andrés Quintero.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Noes: Member Linda Chavez Vote: 4/1; Motion Carries

9.03 Resolution No. 32-21/22 Public School Volunteer Week – April 18-22, 2022

MOTION #08-13 by Member Linda Chavez to approve Action Item 9.03 as presented. MOTION #08-13 was seconded by Member Ernesto Bejarano.

Roll call vote: Ayes: Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Absent: President Andrés Quintero
Vote: 4/1; Motion Carries

9.04 California Department of Education Expenditure Quarter 2 Report, from Aptitud Community Academy at Goss Early Literacy Support Block Grant (ELSB), and Literacy Action Plan.

MOTION #09-13 by Member Linda Chavez to approve Action Item 9.04 as presented. MOTION #09-13 was seconded by Member Ernesto Bejarano.

9. Instructional Services *(continued)*

Roll call vote: Ayes: Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Absent: President Andrés Quintero
Vote: 4/1; Motion Carries

10. Business Services

10.01 Approve Second Interim Financial Report.

Assistant Superintendent Chheng gave a PowerPoint presentation on Second Interim Financial Report.

MOTION #10-13 by President Andrés Quintero to approve Action Item 10.01 as presented. MOTION #10-13 was seconded by Clerk Corina Herrera-Loera.

Roll call vote: Ayes: President Andrés Quintero, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Noes: Member Linda Chavez
Vote: 4/1; Motion Carries

MOTION #11-13 by President Andrés Quintero to extend the Board Meeting until 11:30pm. MOTION #11-13 was seconded by Clerk Corina Herrera-Loera.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera.
Vote: 5/0; Motion Carries

10.02 Update on RFP for Bond Counsel

Assistant Superintendent Chheng gave the Board an update on the RFP for the Bond Counsel. He asked the Board for direction.

Member Ernesto Bejarano said to follow the same process as last time.

Vice-President Minh Pham said he agrees to follow the same process as before.

11. Human Resources

11.01 Approval and Ratification of Tentative Agreement between the Alum Rock Union Elementary School District and Teamsters Local 150, for the period of July 1, 2020 –June 30, 2023.

MOTION #12-13 by Member Ernesto Bejarano to approve Action Item 11.01 as presented. MOTION #12-13 was seconded by Vice-President Minh Pham.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

11.02 Ratify Memorandum of Understanding Between The Alum Rock Union Elementary School District and the California Schools Employees Association (CSEA), Chapter 305

Public Comment:

1) Thanh Phu said he wanted to let the Board know what a great job they are doing. He thanked them on behalf of the Teamsters.

MOTION #13-13 by Vice-President Pham to approve Action Item 11.02 as presented. MOTION #13-13 was seconded by Member Linda Chavez.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

11.03 Adopt the District's Initial Bargaining Prosposal to Open Negotiations with CSEA Chapter 305; Re: 2021-2022 Reopeners.

MOTION #14-13 by Member Linda Chavez to approve Action Item 11.03 as presented. MOTION #14-13 was seconded by Vice-President Minh Pham.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

11.04 Recuitment Update 2022-2023.

Superintendent Bauer said the district is trying to recruit to be fully staffed. She said the district wants to hire bilingual teachers for the dual immersion schools.

11. Human Resources *(continued)*

11.05 Approve Agreements for Mexico and Spain Visiting Teachers/March 10, 2022.

MOTION #15-13 by Member Linda Chavez to approve Action Item 11.05 as presented. MOTION #15-13 was seconded by Clerk Corina Herrera-Loera.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

11.06 Approval of CSEA Chapter Salary Schedule Increase and Off-Schedule Payment for the 2021-2022 Fiscal Year.

MOTION #16-13 by Member Linda Chavez to approve Action Item 11.06 as presented. MOTION #16-13 was seconded by Vice-President Minh Pham.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

11.07 Resignations

12. Contracts Over $100,000

12.01 Approve the Silicon Valley Education Foundation Contract for the Elevate Math Summer Intervention Program, SY 2021-2022 Submitted by: State & Federal Programs, $207,000 dollars.

MOTION #17-13 by Member Linda Chavez to approve Action Item 12.01 as presented. MOTION #17-13 was seconded by Vice-President Minh Pham.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

13. Contract Extensions over $100,000

13.01 Approve the Contract Extension with Sunbelt Staffing for Speech Therapy Services, SY 2021-2022. Submitted by: Special Education, $71,155 dollars.

13. Contract Extensions over $100,000 *(continued)*

MOTION #18-13 by Member Ernesto Bejarano to approve Action Item 13.01 as presented. MOTION #18-13 was seconded by Member Linda Chavez.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

13.02 Approve the Contract Extension with Think Together, Inc for the Preschool Program, SY 2021-2022. Submitted by: Early Learning, $165,035.70 dollars.

MOTION #19-13 by Member Linda Chavez to approve Action Item 13.02 as presented. MOTION #19-13 was seconded by Member Ernesto Bejarano.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

14. CONSENT CALENDAR

There was a consensus from the Board to combine and take action on ***Agenda Items 14.01,14.02, 14.03, 14.04, 14.05, 14.06, 14.07,14.08, 14.09 and 14.10.***

- ***Agenda Item 14.01*** *Approve Board Meeting Minutes of the following dates: January 20, 2022, Regular Board Meeting, February 3, 2022, Special Board Meeting, February 10, 2022, Regular Board Meeting and February 17, 2022, Special Board Meeting.*
- ***Agenda Item 14.02*** *Approve Acceptance of Donations.*
- ***Agenda Item 14.03*** *Approve Acceptance of Grant/Award Notification.*
- ***Agenda Item 14.04*** *Approve Acceptance of Vendor & Payroll Warrants.*
- ***Agenda Item 14.05*** *Approve the Santa Clara County Treasury Investment Portfolio Status.*
- ***Agenda Item 14.06*** *Approve Contracts for Professional Services-Firms/Organizations.*
- ***Agenda Item 14.07*** *Approve Memorandum(s) of Understanding.*
- ***Agenda Item 14.08*** *Approve Updated CSEA, Teamsters, Supervisory and Management/Confidential Calendars, 2021-2022.*
- ***Agenda Item 14.09*** *Current Enrollment*
- ***Agenda Item 14.10*** *Approve /Ratify Notices of Employment and Changes of Status/March 10, 2022.*

14. CONSENT CALENDAR *(continued)*

MOTION #20-13 by Member Minh Pham to approve Agenda Items 14.01,14.02, 14.03, 14.04, 14.05, 14.06, 14.07,14.08, 14.09 and 14.10 as presented. MOTION #20-13 was seconded by Member Linda Chavez.

Roll call vote: Ayes: President Andrés Quintero, Member Linda Chavez, Vice-President Minh Pham, Member Ernesto Bejarano and Clerk Corina Herrera-Loera. Vote: 5/0; Motion Carries

12. Future Board Agenda Requests

12.01 Future Board Agenda Requests

There was none.

13. ADJOURNMENT

13.01 President Adjourns the Meeting

President Andrés Quintero adjourned the meeting at 10:49 p.m.

Respectfully submitted,

Corina Herrera-Loera, Board Clerk
mc

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

12.02

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 22, 2022

Subject: **Acceptance of Donations**

Staff Analysis: The District has received donations as summarized on the sheet dated April 14, 2022.

Recommendation: Staff recommends approval for acceptance of these donations.

Approved by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees:

Recommend Approval

12.02
Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
April 14, 2022

ACCEPTANCE OF DONATIONS

DONOR NAME	DESCRIPTION OR PURPOSE	ESTIMATED VALUE	RECEIVING SCHOOL OR DEPARTMENT
Philanthropics Ventures Foundation	Materials & Supplies	$ 500.00	Adelante 1 Academy
DonorsChoose	Materials & Supplies	$ Various Equipment (see attached)	George Middle
Lifetouch	Materials & Supplies	$ 171.98	Meyer Elementary
Philanthropics Ventures Foundation	Materials & Supplies	$ 499.00	Renaissance Academy
Philanthropics Ventures Foundation	Materials & Supplies	$ 500.00	Renaissance Academy
2022 SFE Grant Award	Materials & Supplies	$ 469.85	Russo/McEntee Academy
Philanthropics Ventures Foundation	Materials & Supplies	$ 500.00	Sheppard Middle

ADELANTE DUAL LANGUAGE ACADEMY
2999 Ridgemont Dr. San Jose, CA 95127
408 928 -1900

March 7, 2022

Alum Rock School District
Board of Trustees
2930 Gay Avenue
San Jose, CA 95127

BUSINESS OFFICE
RECEIVED
2022 MAR

Dear Board of Trustees:

Please accept the attached donation from Philanthropic Ventures Foundation for check number 68833 for $500.00. The money provided through this donation will be used for purchasing art supplies. We greatly appreciate their donation.

Donations Account Number: 060 9010 0 4300 00 1000 000000 280 2110

Sincerely,

Maria Martinez

Maria Martinez,
Principal of Adelante 1

Joseph George Middle School

A Visual and Performing Arts Academy

"Where Arts and Academics Excel"

OFFICE RECEIVED
2022 MAR -7 P 4:00

Date: 03/03/22

To: Honorable Board Members
Alum Rock Union Elementary School District

From: Tara Bickford, Principal

Please accept the following items as a donation from DonorsChoose to be distributed to Ms. Ordaz and Ms. Talton's classrooms of Joseph George Middle School.

MS. TALTON:
1 - $100 gift card for Educational Resources
5 - The Boy Who Harnessed the Wind
7 - Ghost (Track #1) (PB)
3 - AA740X Black Connect Store Book Bins
4 - JJ120X Extra Large At-Your-Seat Storage
MS. ORDAZ:
2 - Wireless Portable Bluetooth Boombox Speaker
2 - Zoweetek Voice Amplifier with UHF Wireless
1 - TRU RED 8.5"x11" Copy Paper, 20 lbs.
1 - Staples 2 File Drawers Vertical File Cabinet
3 - MASTERCANOPY Portable Pop Up Canopy Tent

Thank you in advance for your approval.

Sincerely,

Tara Bickford
Principal
Joseph George Middle School

george.arusd.org
277 Mahoney Drive San Jose, CA 95127
Phone- 408-928-7600 Fax- 408-928-7601
Tara Bickford, Principal

Donald J. Meyer Elementary School

"Home of the Blue Jays"

1824 Daytona Drive
Phone: 408.928.8200

San Jose, Ca. 95122
Fax: 408.928.8201

Mr. Victor Guendulain- Principal

To: Board of Trustees
From: Meyer Elementary
Date: March 7,2022
Re: Lifetouch Donation

To Whom It May Concern,

Please accept a donation from Lifetouch National School Studios in the amount of $171.98 (check # 3541940) Can it please be deposited into our general funds coding 010-0000-0-4300-00-1110-1000-000000-180-2854.

Thank you,
Victor Guendulain
Principal

BUSINESS OFFICE
RECEIVED
2022 MAR -9 P 1:27

Renaissance Academy of Arts, Science, and Social Justice
1720 Hopkins Dr. ♦ San Jose, Ca. 95122 ♦ Phone: (408) 928-1950 ♦ Fax: (408) 928-1951

March 3, 2022

Alum Rock School District
Board of Trustees
2930 Gay Ave.
San Jose, Ca. 95127

Dear Board of Trustees:

Please accept the following Donation Grant for Board approval:

Company/ Sponsor(s) Name	Amount	To Be Used For
Philanthropic Ventures Foundation	**$499.00**	**Ms. Angelica Ultreras class supplies and activities.**

BUSINESS OFFICE
RECEIVED
2022 MAR -7 P 3:58

Total Amount of Donations: $499.00
Please credit account#060-9010-0-4300-00-1110-2700-000000-290-2110

We would like to thank this **Organization** for their support in providing our students' with the tools to ensure a successful academic year at the Renaissance Academy.

Sincerely,

Doug Kleinhenz – School Principal

Renaissance Academy of Arts, Science, and Social Justice
1720 Hopkins Dr. ♦ San Jose, Ca. 95122 ♦ Phone: (408) 928-1950 ♦ Fax: (408) 928-1951

March 3, 2022

Alum Rock School District
Board of Trustees
2930 Gay Ave.
San Jose, Ca. 95127

Dear Board of Trustees:

Please accept the following Donation Grant for Board approval:

Company/ Sponsor(s) Name	Amount	To Be Used For
Philanthropic Ventures Foundation	**$500.00**	**Ms. Amalia Alvarez class supplies and activities.**

Total Amount of Donations: $500.00
Please credit account#060-9010-0-4300-00-1110-2700-000000-290-2110

We would like to thank this **Organization** for their support in providing our students' with the tools to ensure a successful academic year at the Renaissance Academy.

Sincerely,

Doug Kleinhenz – School Principal

Russo/McEntee Academy

2851 Gay Ave San Jose, CA 95127 **Phone:** (408)928-8850 **Fax:** 408-928-8901

March 9,2022

BUSINESS OFFICE
RECEIVED
2022 MAR 11 P 5:05

Board of Education:

Please accept the following donation from 2022 SFE GRANT AWARD on the amount of $469.85 (check) to purchase material to keep our garden clean and healthy for Russo/McEntee Academy!

Thank you,

Tanu Kohli, Principal

VERIZON INNOVATIVE LEARNING SCHOOLS

SHEPPARD MIDDLE SCHOOL
SMS
TROJAN PRIDE
Advancing Learning Through PBL & Tech Integration

BUSINESS OFFICE
RECEIVED
2022 MAR 7 P 4:00

NewTech Network

March 4, 2022

To Hilaria Bauer, Ph.D., Superintendent
Honorable Board Members
Alum Rock Union Elementary School District

From: Jennifer Doherty, Principal

Re: Donations to Sheppard Middle School

Please accept the following donations to be used toward Sheppard's instructional program including, integrating technology, professional development, staff activities that build capacity for shared leadership, community connections and events, student events, students, staff and family recognition.

Philanthropic Ventures Foundation $500.00

Please deposit into donation account 06 2110 0 4300 00 1110 1000 0000000 170 2110

Thank you in advance for your approval.

Jennifer Doherty

Jennifer Doherty, Principal

12.03

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 22, 2022

Subject: **Approval of Fundraising Activities**

Staff Analysis: The District has received fundraising requests as summarized on the attached sheet dated April 14, 2022.

Recommendation: Staff recommends approval of these fundraising event requests.

Approved by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

12.03
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
April 14, 2022

APPROVAL OF FUNDRAISING ACTIVITY

SCHOOL	FUNDRAISING ACTIVITY	ACTIVITY SPONSOR	DATE
Dorsa Elementary	T-Shirt Sales	ASB	12/02/21-06/30/22
George Middle	Contributions to the ASB Account	ASB	03/01/22-06/30/22
L.U.C.H.A.	Scholastic Book Fair Sales	PLG	04/11/22-04/15/22
McCollam Elementary	Recorcholis Graphics T-Shirt Sales	PTO	03/01/22-06/10/22
Meyer Elementary	Catalog Sales	ASB	04/08/22-04/16/22

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Dorsa Elementary School Date: 2/9/2022

Description of Event: Type TShirt Sales Vendor Way of the World

Purpose for Event: TShirt Sales

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: X Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 12/2/2021 -6/30/2022 Time of Event: 8:15a.m.

Contact Person: Julie Mosqueda

Location of Proposed Activity: 1290 Bal Harbor Way San Jose, ca 95122

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2015

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☑ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☑ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☑ No ☐

ASB Advisor: Dean Hodges (Signature) 2-9-2022 (Date)

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ (Signature) _____ (Date)

Principal Approval: _____ (Signature) 2/9/22 (Date)

Reviewed by Business Services: _____ Date: 3/28/2022

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Approval:
Contributions to the ASB Account

School Site: Joseph George Middle School Date: March 23, 2022

Purpose for Contributions: To receive contributions from parents and staff to be used for graduation expenses for this school year.

Proposed Date(s) of Event: March-June 2022

Contact Person: Sarika Kukreja

Student Body Account Number: _____

Status of Event (please check one): ☐ New Event ☑ Held Previously (Years): several years

What procedures will be used to account for contributions received?
A receipt will be provided to every person who gives a contribution

Other Background Information (such as other schools or clubs that have held similar events):

ASB Advisor _____ Date: 03/23/22
Signature

Student Council Approval Date March 23, 2022

Student Council Representative Anabelle Tarpin Date: 03/23/22
Signature

School Admin (Elementary)

Principal Approval _____ Date: 03/23/22
Signature

Reviewed by Business Services: _____ Date: 3/28/2022

Board Approval Date: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: LUCHA Date: 2/8/22

Description of Event: Type Scholastic Book Fair Vendor Scholastic

Purpose for Event: to sell books to promote love of reading and access to books at home

If selling food what are the items: N/A Brand and package size: N/A

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): LUCHA PLG

Proposed Date(s) of Event: April 11-15, 2022 Time of Event: 8am - 3pm

Contact Person: Rubi Solis

Location of Proposed Activity: LUCHA Library

Status of Event (please check one): ☐ New Event ☒ Held previously (years): 2019 and each year prior since 2012

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☒

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☒

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: Kristin Burd 2/8/22
Signature Date

Reviewed by Business Services: Maria Nevis Date: 3/28/2022

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: 1 **(From Financial Plan)**

School Name: McCollam Date: 2/9/22

Description of Event: Type Sell Spirit Tshirts and sweatshirts Vendor Recorcholis Graphics

Purpose for Event: To raise funds for on site school activities.

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): X

Proposed Date(s) of Event: March 2022-June 10,202 Time of Event: Before, during and after school.

Contact Person: Julie Le PTO President

Location of Proposed Activity: McCollam Elementary School

Status of Event (please check one): ☐ New Event ☑ Held previously (years): PTO

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☑

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☐

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: P M _____ 02/09/22
Signature Date

Reviewed by Business Services: Maria Neu Date: 3/28/2022

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,
  CNS _____ Date: _____
  Approved _____ Denied _____
- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT
  Director, MOT: _____ Date: _____
  Operations Mgr.: _____ Date: _____
  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Meyer Date: 3/9/2022

Description of Event: Type Catalog Vendor Catalog

Purpose for Event: Raise money for end of Year Student Incentives

If selling food what are the items: – Brand and package size: –

Explain how food is handled/stored prior to or day of event: –

Event Sponsor (please check one) ASB: ✓ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 4/8 - 4/12/2022 Time of Event: after School

Contact Person: Yasid Vega

Location of Proposed Activity: Off Campus

Status of Event (please check one): ☐ New Event ☑ Held previously (years): _____

RECEIVED
2022 MAR 11 P 5:08
BUSINESS OFFICE

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed?	Yes ☐	No ☐	N/A ☑
Has Revenue Potential form been prepared? (For ASB Only - Form must be included)	Yes ☑	No ☐	
Other Background information (Is proposed fundraising event on current ASB budget?)	Yes ☑	No ☐	

ASB Advisor: _____ (Signature) _____ (Date)

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ (Signature) _____ (Date)

Principal Approval: _____ (Signature) 3/10/2022 (Date)

Reviewed by Business Services: _____ Date: 3/28/2022

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

12.04

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: March 22, 2022

Subject: **Acceptance of Grants/Awards Notification**

Staff Analysis: The District has received a grants/awards as summarized on the attached sheet dated April 14, 2022.

Recommendation: Staff recommends acceptance of this grants/awards.

Submitted by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

12.04
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
April 14, 2022 Board Meeting

GRANT/AWARD NOTIFICATIONS

PROJECT NAME	PROJECT AMOUNT	FUNDING AGENCY	COMMENTS
After School Education and Safety Program	$ 3,664,598.89	California Department of Education-Fiscal Administrative Services Division	After School Education and Safety Program is funded by CDE-Districtwide Term 7/1/21 to 12/31/22.
Verizon Innovative Learning Lab Program (VIL)	$ 300,000.00	Verizon, Arizona State University, through Entrepreneurship/Innovation and Heart of America	Hubbard Media Arts Academy awarded a Verizon Innovative Learning immersive media lab with monetary and in-kind value of nearly $300,000; this amount includes a $15,000 stipend/year for each of the two years, intended to support the district's plar for facilitating lab mentor duties, professional development opportunities, and more; term 2021/2022 and 2022/2023 fiscal years.
San Jose Public Library Foundation (SJPLF) Grant	$ 163,440.00	City of San Jose	To support the District's expanded learning program; Think Together will operate three elementary schools and TK-K students will reinforce classroom learning with daily comprehensive expanded learning program at Linda Vista, Hubbard, and Russo/ McEntee sites; serving 180 students; term 8/1/22 to 6/30/23.
San Jose Public Library Foundation (SJPLF) Grant Amendment	$ 79,163.00	City of San Jose	To update the original grant period from Academic Year 2021/2022 to Academic Year 2022/2023; amendment will replace the grant agreement signed on 12/9/21 and will serve as the District's contract with SJPLF at Linda Vista, McCollam, and Russo/McEntee sites; serving 120 students term 8/1/22 to 6/30/23.

California Department of Education
Fiscal Administrative Services Division
AO-400 (REV. 09/2014)

Grant Award Notification

GRANTEE NAME AND ADDRESS	CDE GRANT NUMBER			
Hilaria Bauer, Superintendent Alum Rock Union Elementary 2930 Gay Avenue San Jose, CA 95127-2322	FY	PCA	Vendor Number	Suffix
	21	23939	69369	EZ

Attention Expanded Learning Programs Coordinator	STANDARDIZED ACCOUNT CODE STRUCTURE		COUNTY
Program Office Expanded Learning Office	Resource Code	Revenue Object Code	43
Telephone 408-928-6800	6010	8590	INDEX
Name of Grant Program After School Education and Safety Program			0150

GRANT DETAILS	Original/Prior Amendments	Amendment Amount	Total	Amend. No.	Award Starting Date	Award Ending Date
	$3,664,598.89		$3,664,598.89		07/01/2021	12/31/2022

CFDA Number	Federal Grant Number	Federal Grant Name	Federal Agency

I am pleased to inform you that you have been funded for the After School Education and Safety Program.

This award is made contingent upon the availability of funds. If the Legislature takes action to reduce or defer the funding upon which this award is based, then this award will be amended accordingly.

Please email the signed Grant Award Notification (AO-400) to:

Jennifer Horan at jhoran@cde.ca.gov
California Department of Education
1430 N Street, Suite 3400
Sacramento, CA 95814-5901

California Department of Education Contact Jennifer Horan	Job Title Staff Services Analyst
E-mail Address jhoran@cde.ca.gov	Telephone 916-319-0620
Signature of the State Superintendent of Public Instruction or Designee ▸ Tony Thurmond	Date February 23, 2022

CERTIFICATION OF ACCEPTANCE OF GRANT REQUIREMENTS

On behalf of the grantee named above, I accept this grant award. I have read the applicable certifications, assurances, terms, and conditions identified on the grant application (for grants with an application process) or in this document or both; and I agree to comply with all requirements as a condition of funding.

Printed Name of Authorized Agent Hilaria Bauer	Title Superintendent
E-mail Address hilaria.bauer@arusd.org	Telephone (408) 928-6822
Signature ▸	Date 3/4/22



Welcome to the Verizon Innovative Learning Lab Program

ongratulations on being awarded a Verizon Innovative Learning Lab!

n behalf of Verizon, I am delighted to share that ***Hubbard Media Arts Academy*** has been selected to articipate in the Verizon Innovative Learning Lab program and will be awarded an immersive media lab.

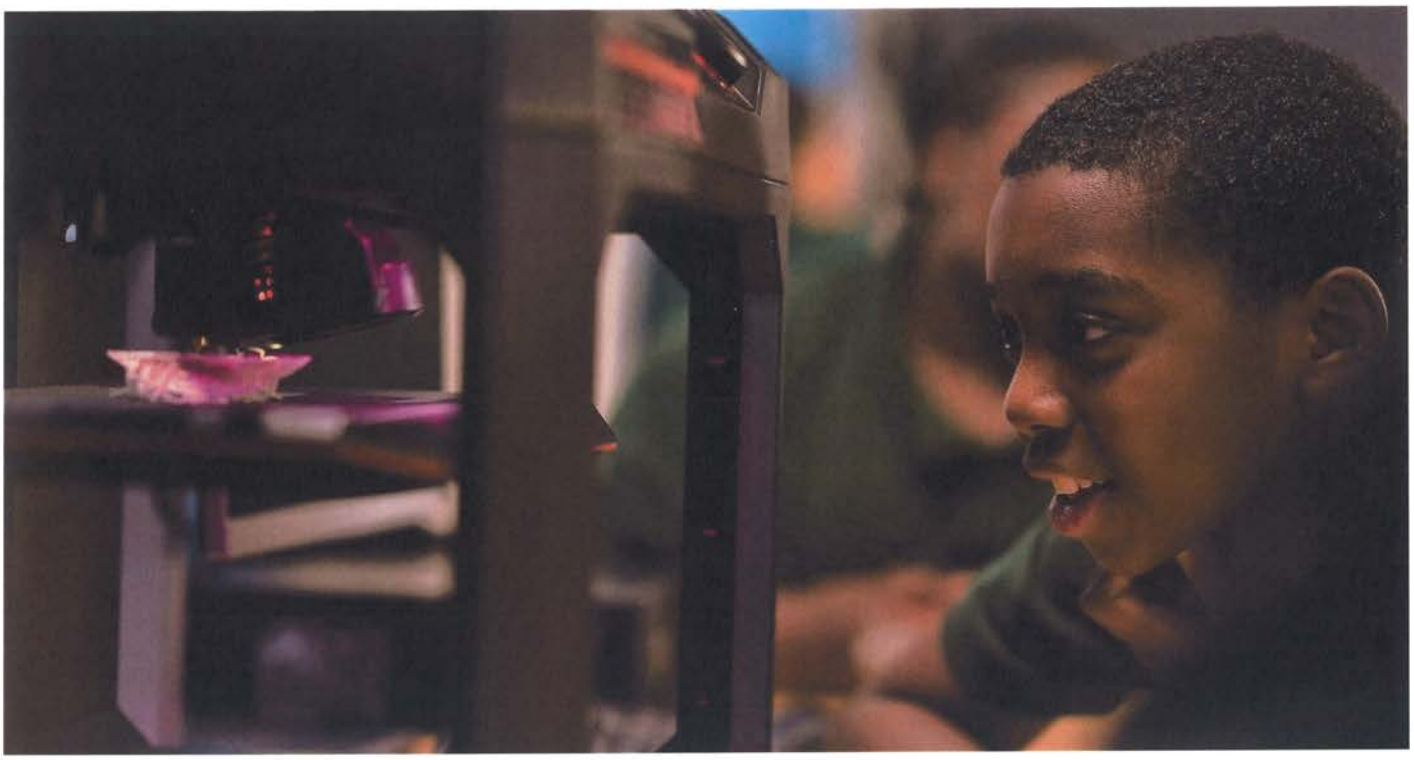
he Verizon Innovative Learning Lab program creates custom-designed, experiential learning spaces ithin Verizon Innovative Learning schools. Powered by a next-gen, emerging technology-infused urriculum and Verizon 5G , where available, the Verizon Innovative Learning Lab program provides ducators with professional learning and students with the technology and skills to build the future—to verage technology, social innovation and design thinking to impact their communities.

s part of our partnership, Heart of America will work with your district team to transform the space in your chool, outfitted with the latest in immersive technology, and Arizona State University will partner with you train your educators and launch the Lab curriculum elective.

s next steps, school and district leadership will be invited to an initial program onboarding webinar. dditionally, Heart of America will contact you to discuss next steps regarding your space transformation nd Arizona State University will contact you with the required Program MOU to be reviewed and signed by ne district.

/e look forward to working with you to create a positive impact on your students, teachers, and ommunity!

Verizoninnovativelearning.com



Program Participation Requirements

- Successful implementation and adherence to the VIL schools program, led by Digital Promise
- Signing and adherence to VIL Lab MOU, executed with Arizona State University
- Dedicated space for designated lab design and transformation
- Commit to District support of the lab space transformation, as outlined in the program application
- Commit staff member to Lab Mentor role for two school years during program implementation
- Trained elective instructors to lead Lab curriculum elective implementation and participate in trainings
- Implementation of the Lab curriculum and technology for at least two school years, aiming to enroll at least 150 students each school year
- 100% of student population able to utilize the Lab, curriculum and/or technology
- Commit to participate in required metrics and reporting
- Commit to Verizon Innovative Learning signage and messaging of the Lab by Verizon
- Commit to deploy Verizon 5G, where available, to the designated lab space

Verizon Innovation Learning Lab Program

ADDENDUM #1 TO MEMORANDUM OF UNDERSTANDING (MOU)
Between
Alum Rock Union Elementary School District
&
Arizona State University (ASU)

This document constitutes an Addendum to the agreement between Alum Rock Union Elementary School District and Arizona State University (ASU) as fully executed on August 18, 2020.

Objective:

The objective of this Addendum is to outline the timeline(s) for newly participating schools. This is a non-funding Agreement and a forthcoming Subaward Agreement will be issued to administer the Lab Mentor stipend.

This understanding is entered into by and between Arizona State University ("ASU") and Alum Rock Union Elementary School District setting forth the terms and understanding by which the parties have implemented the Verizon Innovative Learning ("VIL") Lab program (the "Project") at the school site(s), **Hubbard Media Arts**. If the District or School does not comply, appropriate action will be taken by ASU. This may include improvement plans, intervention activities, and/or dismissal from the program.

Modification; Term of the Agreement

This Agreement is at-will and may be modified by mutual consent of authorized officials from ASU and Alum Rock Union Elementary School District, via written agreement executed and approved in the same manner as this Agreement. This Agreement shall become effective upon signature by the authorized officials from ASU and the District and will remain in effect until June 30, 2024 (the "Term"), unless modified by mutual consent of the parties as provided for herein, or unless terminated earlier by either or both of the parties as provided for herein.

Schedule A

Immersive Media Lab Timeline

Alum Rock Union Elementary School District
Hubbard Media Arts

ASU will provide the following to Alum Rock Union Elementary School District Immersive Media Lab school sites:

- Two technology and/or supplies packages that are aligned to the curriculum and online courses developed by ASU. Technology Kits and content are subject to change.
    - Immersive Media (Virtual Reality and Augmented Reality) Kit
    - Digital Product Innovations (3D Modeling & Printing) Kit

Immersive Media Lab school sites will **Implement** the elective course for two full academic years ("AY"):

- AY 1: August/September <2022> through May/June <2023>
- AY 2: August/September <2023> through May/June <2024>

DATE	COMMITMENT
<Q1 2022> Jan., Feb., Mar.	• District and School Administrators: Participate in ASU welcome and onboarding meetings. • District and School Administrators: Return signed MOU • District, IT and School Administrators: Review and approve curriculum technology application and software whitelist. • IT and School Administrators: Work with HOA and ASU to set up technology in VIL Lab. • Lab Mentor: Participate in ASU onboarding meetings and complete virtual Onboarding Course in March and/or April • Lab Mentor: Collaborate with ASU to create elective plan draft
<Q2 2022> Apr., May, June	• District and School Administrators: Return signed MOU • Lab Mentor: Attend and participate in multi-day VIL Labs Institute. • Lab Mentor: Submit final elective plan to ASU. • Lab Mentor: Submit final school engagement plan to ASU.

<Q3 2022> July, Aug., Sept.	• School: Launch elective course in August/September. • School: Launch School engagement plan in August/September. • Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar in August/September. • Lab Mentor: Submit monthly Digital Media artifacts.
<Q4 2022> Oct., Nov., Dec.	• Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar. • Lab Mentor and Lab Educators: Attend and participate in Verizon 5G EdTech Summit. • Lab Mentor: Submit monthly Digital Media artifacts. • Lab Mentor: Complete and submit <AY22/23> Mid-Year Progress Report.
<Q1 2023> Jan., Feb., Mar.	• Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar • Lab Mentor: Submit monthly Digital Media artifacts.
<Q2 2023> Apr., May, June	• School: Host culminating showcase event onsite at VIL Lab. • Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar in April and May. • Lab Mentor: Submit monthly Digital Media artifacts in April and May. • Lab Mentor: Complete and submit <AY22/23> Annual Progress Report (APR). • Lab Mentor: Submit updated elective plan to ASU. • Lab Mentor: Submit updated School engagement plan to ASU.
<Q3 2023> July, Aug., Sept.	• School: Launch elective course in August/September. • School: Launch School engagement plan in August/September. • Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar in August/September. • Lab Mentor: Submit monthly Digital Media artifacts.
<Q4 2023> Oct., Nov., Dec.	• Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar each month. • Lab Mentor: Submit monthly Digital Media artifacts. • Lab Mentor: Complete and submit <AY23/24> Mid-Year Progress Report.

<Q1 2024> Jan., Feb., Mar	• Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar each month. • Lab Mentor: Submit monthly Digital Media artifacts. • Lab Mentor: Provide VIL Lab sustainability plan
<Q2 2024> Apr., May, June	• School: Host culminating showcase event onsite at VIL Lab. • Lab Mentor: Participate in monthly planning meetings with ASU. • Lab Mentor: Attend or view recording of monthly webinar in April and May. • Lab Mentor: Submit monthly Digital Media artifacts. • Lab Mentor: Complete and submit <AY23/24> Annual Progress Report (APR).

Contact Information

Arizona State University
Ji Mi Choi, Vice President leading J. Orin Edson Entrepreneurship + Innovation Institute
Knowledge Enterprise
1475 N. Scottsdale Rd.
Scottsdale, AZ 85257
(480) 965-7910
Jimi.Choi@asu.edu

Alum Rock Union Elementary School District

District Contact _____

Title_____

Address_____

Phone_____

Email_____

District Federal EIN_____

(*Signature block follows on the next page.*)

Party Signatures to the Agreement:

Signature: _____ Date: February 8, 2022

Ji Mi Choi
Vice President
Leading J. Orin Edson Entrepreneurship + Innovation Institute
Knowledge Enterprise
Arizona State University

Signature: _____ Date: _____

Alum Rock Union Elementary School District

Contact Name _____

Title _____

Pursuant to Alum Rock Union Elementary School District, Board of Education approved on_____.*
*If applicable.

San José Public Library
Foundation

March 8, 2022

Rene Sanchez
Assistant Superintendent, Instructional Services Division
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127

Grant#: 2022-0010

Dear Rene Sanchez,

On behalf of San José Public Library Foundation (SJPLF), I am pleased to inform you that we have awarded Alum Rock Union Elementary School District (ARUSD) a grant of $163,440 to support expanded learning programing during the 2022-23 Academic Year. Specifically, the grant will support the program outlined in your Grant Application, the detail for which is included in the attached agreement. We are delighted to support ARUSD through the SJ Learns Grant Program, which is made possible by the City of San José.

Please sign, date, and upload the attached grant agreement to the Follow Up Form "Accept Grant Award and Upload Signed Grant Agreement" assigned to you in our grant management system (GMS). Please review and submit the form by Friday, March 11, 2022. Once you submit the Follow Up, we will verify the signed agreement for your signature, and will mail your first payment. Please include the grant number noted above in any subsequent reports or correspondence.

The enclosed grant agreement will serve as ARUSD's contract with SJPLF, detailing the terms for use of grant funds. You may not use the funds in any way other than as described in the grant proposal and agreement unless you receive written permission from us. Please refer to your grant agreement for expectations around reporting requirements, participation in the Expanded Learning Community of Practice, and other important details.

We are proud to partner with you to provide high-quality learning experiences for the City's youngest students.

Yours sincerely,

Dawn Coppin
Executive Director
Enc: Grant Agreement

SJ Learns
CITY OF SAN JOSÉ

San José Public Library Foundation Grant Agreement

Grant Number: 2022-0010 **Amount**: $163,440 **Date**: March 8, 2022

Grantee Name: Alum Rock Union Elementary School District (ARUSD)

Grantee Contact: Rene Sanchez
Assistant Superintendent, Instructional Services Division
Phone: (408)928-6590
Email: rene.sanchez@arusd.org

Foundation Staff: Kavitha Kavuri
Phone: 408-808-2081
Email: kavitha.kavuri@sjplf.org

Grant Period: August 1, 2022 to June 30, 2023

Grant Purpose: To support ARUSD's expanded learning program during the 2022-23 Academic Year. Specifically, the grant will support the program outlined in the Grant Application:

Program Summary
Think Together will operate programs at three elementary schools, serving ~60 students each, every school day from dismissal until 6:00pm. TK-K students will reinforce classroom learning with daily practice in letter names/sounds and number recognition, as part of our comprehensive expanded learning program, which includes youth development and structured physical activities. Families participate in workshops designed to empower parents to be an active participant in their child's education.

School Sites to Be Served	# of Students to Be Served	Academic Focus
Linda Vista Elementary O.S. Hubbard Elementary Russo/McEntee Academy	180	ELA and Math

Grant Objectives: As outlined in the grant application, the outcomes on which the program will focus include:

- **Academic Growth**: Think Together will support ARUSD teachers to administer assessments of Educational Software that Guides Instruction (ESGI). ESGI is given three times a year at the beginning, middle and end of the year. TK assessments measure: uppercase and lowercase letters, rhyme awareness, uppercase and lowercase sounds and count to 20 and number recognition. Kindergarten assessments measure: uppercase and lowercase letters, uppercase and lowercase sounds, CVC Words, count by 1's to 100, count by 10's to 100, and number recognition and count objects. We expect the following outcomes:

    - English Language Arts:
        - 80% of TK students will demonstrate progress on identifying uppercase and lowercase letters.
        - 80% of TK students will write their own name and learn to recognize rhyming words.
    - Math and Numeracy:
        - 80 % of TK students will demonstrate progress in recognition of numbers, shapes, and patterns.
        - 80% of TK students will demonstrate math awareness and count 1-10 objects and 1-20 objects.
- **Program Attendance**: Think Together Kindergarten Academies will achieve 85% of their average daily attendance goal. 70% of the participating students will be represented by a parent/family member at each of four parent nights offered at each site over the course of the academic year.
- **Quality Standards**: Think Together has developed quality assessments for its programs that utilize each of the twelve domains established by the CELQS, and Quality Assurance Coaches conduct and rely upon these assessments to develop action plans for direct service staff members to maintain high-quality service. As a result of participating in Think Together Kindergarten Academy parent nights, 90% of parents will report that they (1) recommend the program to another parent, (2) learned techniques to be able to help their child at home, (3) learned the importance of participating in their child's education, and (4) feel more comfortable in the school setting, as measured by a Think Together retrospective survey.
- **Other**: Social Emotional Learning Outcomes:
    - 80% of TK students will receive positive behavioral guidance to support their social emotional development, in self-regulation.
    - 80% of TK students will consistently have opportunities to build coping skills in staying focused, following rules, listening to directions, playing cooperatively with peers, participating in small and large group activities, and handling frustrations in socially acceptable ways."

Use of Grant Funds: The approved budget outlining appropriate use of grant funds is attached for reference.

Special Conditions:
In an effort to further the overall program goals of this grantmaking strategy and contribute to larger field-building objectives, please be advised that grantees are required to participate in the Expanded Learning Community of Practice and other periodic grantee convenings to share information on project activities and best practices.

Reporting Requirements:
San José Public Library Foundation requires program and financial reporting at specified dates. To support evaluation efforts, grantees must coordinate with the Santa Clara County Office of Education's DataZone team to share student information, including local assessment data, which must be housed within the data warehouse. Grantees authorize the San José Public Library Foundation to share deidentified student data with third parties for the purposes of evaluation only. Please note that future grant requests will not be considered if a grantee has failed to submit a required report. Instructions for how to complete reports can be found at www.sjplf.org/sjlearns/grant-report/.

Interim Report and Community Story for period 8/1/2022 - 12/31/2022: Due January 31, 2023
Final Cumulative Report and Community Story for 8/1/2022 - 6/30/2023: Due July 31, 2023

Payment Schedule:
This grant will be paid via check in two installments and mailed to grantee. All payments outlined in this grant agreement are subject to the San José Public Library Foundation receiving funding from the City of San José.

Payment 1: Upon receipt of signed grant agreement: $81,720.00
Payment 2: Upon receipt and approval of interim report and community story: $81,720.00

Budget Revision Requests:
The San José Public Library Foundation understands that a budget submitted with a full proposal is a proposed document that may change over the course of the project. Allowing some spending flexibility can enable the work to proceed in a smoother and more efficient manner. Budget revisions must be requested for line-item changes that are greater than a 10% variance in any line-item. Instructions for how to modify a budget can be found at www.sjplf.org/sjlearns/grant-report/.

Acknowledgement of Grant Support:
Please acknowledge San José Public Library Foundation's support of grantee program in print and electronic publications such as newsletters, program activity announcements, grantee website and in all media coverage. Use the SJ Learns logo with the following wording: "This project has been made possible in part by a grant from the SJ Learns grantmaking strategy of San José Public Library Foundation and the City of San José." The SJ Learns logo is available for download at www.sjplf.org/sjlearns/grant-report/.

Grant Contingent on Public Funding:
The San José Public Library Foundation's grant is made possible by funding provided by third parties, including the City of San José. Absent the appropriate third party funding, the San José Public Library Foundation would be unable to fund the grant listed herein. Grantee acknowledges that the funds provided in this grant are contingent upon the San José Public Library Foundation's successful receipt of grant funds from the City of San José and/or other third parties. If at any point the City of San José does not provide the necessary funding for this grant, the San José Public Library Foundation may cease distribution on the grant until appropriate funding is acquired or may terminate this grant prematurely. Grantee shall hold the San José Public Library Foundation harmless in the event that the San José Public Library Foundation must cease grant distribution early due to lack of funding.

Other Requirements:
Grantee must prepare, and make available for public view on the internet, annual audited financial statements. The audited financial statements must be made available for view within nine months from the end of grantee's fiscal year. All audits must be performed by a certified public accountant licensed to practice in the State of California and conform to generally accepted auditing standards.

Record Maintenance and Inspection:
Grantee must maintain any and all ledgers, books of account, invoices, vouchers, cancelled checks, and other records or documents that evidence or relate to this grant for a minimum period of three years from the date of payment. Grantee shall make books and records available to the Foundation, San José City Auditor, City Manager or City Attorney for inspection at any time during regular business hours, upon written request. The San José Public Library Foundation may monitor and conduct an evaluation of operations under this grant, which may include a visit by Foundation personnel to observe your organization's program, discuss the program with your organization's personnel, and review financial and other records and materials connected with the activities financed by this grant.

Prohibited Activities:
So that the San José Public Library Foundation may comply with the tax laws of the United States, it is understood that Foundation grant funds will not be used for any of the following purposes:

- To carry on propaganda, or otherwise attempt to influence any legislation (within the meaning of Section 4945(d)(1) of the United States Internal Revenue Code);
- To influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (within the meaning of Section 4945(d)(2) of the United States Internal Revenue Code);
- To undertake any activity for any purpose other than for charitable, scientific, literary or educational purposes;
- To inhibit or promote religion or fund services that convey a religious message;
- To discriminate against or grant preferential treatment to any person on the basis of race, sex, color, age, marital status, religion, sexual orientation, actual or perceived gender identity, genetic information, mental or physical disability, medical condition, political beliefs, organizational affiliations, veteran status, ethnicity, ancestry, or national origin.

If you have further questions regarding activities that are not permitted, please contact the San José Public Library Foundation.

Authority and Compliance with Laws:
Grantee confirms that: (a) grantee is an entity duly organized and in good standing under the laws of the jurisdiction in which it is organized; (b) grantee is not a disregarded entity (e.g., a sole-owner entity) under U.S. law; (c) grantee has the right to enter into and fully perform this Agreement; and (d) in carrying out the grant funded program as described above, grantee will comply with all applicable laws, regulations, and rules. You will notify the Foundation immediately of any changes during the term of this Agreement.

Intellectual Property:
By signing below, ARUSD and San José Public Library Foundation agree that all copyright and other interests in materials produced as a result of this grant shall be owned by the grantee. To ensure the widest possible distribution of such materials and ensure that they enter and remain in the public domain, the grantee and any individuals who may have some interest hereby grant to the Foundation a non-exclusive, transferable, perpetual, irrevocable, royalty-free, paid-up worldwide license to use or publish the materials or other work products arising out of or resulting from grantee's use of the grant funds and any earnings thereon, including all intellectual property rights, and to sublicense to third parties the rights described herein. Grantee, at Foundation's request, agrees to execute any additional documents required to affect such license.

Hold Harmless:
Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the San José Public Library Foundation, its officers, directors, trustees, employees, and agents from and against any and all claims, liabilities, losses and expenses (including reasonable attorney's fees) directly, indirectly, wholly or partially arising from or in connection with the grant, the application of funds furnished pursuant to the grant, the program or project funded or financed by the grant or in any way relating to the subject of this Agreement. This paragraph shall survive the termination of this Agreement.

By signing below, ARUSD also acknowledges that the proposal submitted and this grant agreement constitute the contract with San José Public Library Foundation detailing the purpose(s) of the grant, including what activities are supported by this grant, and authorizes the Foundation to post your proposal narrative on its website. Please inform the Foundation if there are changes in agency personnel who are important to the administration of the grant, or if the grant funds cannot be expended for the purpose or in the time period described in the proposal. Grantee may not use the funds in any way other than as described in the proposal unless the grantee receives written permission from the San José Public Library Foundation. Grantee shall repay to Foundation any portion of the amount granted that is not used for the purpose of this grant. If funds remain at the end of the grant period, grantee must contact the Foundation staff person noted above.

Please review and confirm the name and address where payments should be mailed.



_____ Date: March 8, 2022

Dawn Coppin
Executive Director
San José Public Library Foundation

_____ Date: _____

Rene Sanchez
Assistant Superintendent, Instructional Services Division
Alum Rock Union Elementary School District

Payment Information

Check Payable to:	Alum Rock Union Elementary School District
Attention of:	Rene Sanchez, Assistant Superintendent, Instructional Services Division
Mailing Address:	2930 Gay Avenue, San Jose, CA 95127

Applicant Name **ARUSD**

Program Name **Think Together TK/K**

Time Period **AY 2022-23**

Line Item	AY 2022-23	Narrative
I. Personnel		
Think Together Program Leaders	$ 150,480	9 Program Leaders (3 per school) x 20 hours/wk x 38 weeks x $22/hour
(2) Agency Staff Title 2	$ -	
(3) Agency Staff Title 3	$ -	
(4) Agency Staff Title 4	$ -	
(5) Agency Staff Title 5	$ -	
(6) Agency Staff Title 6	$ -	
(7) Agency Staff Title 7	$ -	
(8) Agency Staff Title 8	$ -	
(9) Agency Staff Title 9	$ -	
(10) Agency Staff Title 10	$ -	
(11) Payroll Taxes and Benefits	$ -	
Total Personnel	**$ 150,480**	
II. Other Expenses		
Program Materials	$ 12,960	180 students x 180 days x $.40/day
(13) Program Supplies	$ -	
(14) Equipment (>$5,000)	$ -	
(15) Equipment (<$5,000) / Maintenance	$ -	
(16) Travel	$ -	
(17) Consulting / Professional Services	$ -	
Subcontracts (List)		
(18) Subcontractor 1	$ -	
(19) Subcontractor 2	$ -	
(20) Subcontractor 3	$ -	
Miscellaneous (List)		
(21) Misc Item 1	$ -	
(22) Misc Item 2	$ -	
(23) Misc Item 3	$ -	
Administrative Overhead	$ -	
Total Other Expenses	**$ 12,960**	
Total Grant Expenses	**$ 163,440**	
Match[1]		
ARUESD ASES Grants	$ 513,916.00	ASES Programs at Kinder Academy schools (Hubbard $203,350, Painter, $152,612 and Russc/McEntee $157,954 = $513,916)
(25) Funding Source	$ -	
(26) Funding Source	$ -	
(27) Funding Source	$ -	
Total Match	**$ 513,916.00**	
Grand Total	**$ 677,356**	

1Please include in-kind - non-cash contributions (which directly benefit a project) by the grantee or another party other than the funder (volunteer services, equipment use, facilities use, staff time or other resources, as distinguishable from a monetary grant) - and cash - monetary grants from third party funders (federal, state, county, foundation, corporation).

San José Public Library
Foundation

March 8, 2022

Rene Sanchez
Assistant Superintendent
Alum Rock Union Elementary School District
2930 Gay Avenue, San Jose, CA. 95127

Grant#: 2021-SFO-0010-a1

Dear Rene Sanchez,

On behalf of San José Public Library Foundation (SJPLF), I am pleased to inform you that we approved a no-cost extension for Alum Rock Union Elementary School District (ARUSD) to extend the grant period for #2021-SFO-0010 through the Academic Year 2022-23. Specifically, the grant will support the program outlined in your Special Funding Opportunity Grant Application, the detail for which is included in the attached agreement, but do so under a revised grant period. We are delighted to support ARUSD through the SJ Learns Grant Program, which is made possible by the City of San José.

As a reminder, funds awarded through the Special Funding Opportunity ($79,163) can be combined with the previously approved no-cost extension of unspent funds from grant #2019-0010 in the amount of $9,535. All of these funds have already been paid and may be used to support ARUSD's programming efforts in the 2022-23 Academic Year in alignment with the purposes outlined in this grant agreement. The total amount of funds approved to support the program outlined in your Special Funding Opportunity Grant Application is $88,698.

Please sign, date, and upload the enclosed grant agreement to the Follow Up Form "Review and Upload Signed Grant Amendment" assigned to you in our grant management system (GMS). You would find the form under the process named: SJ Learns Special Funding Opportunity for AY 2021-2022 on your dashboard. Please review and submit the form by Friday, March 11, 2022. Please include the grant number noted above in any subsequent reports or correspondence.

The enclosed grant amendment will serve as ARUSD's contract with SJPLF, detailing the terms for use of grant funds. You may not use the funds in any way other than as described in the grant proposal and agreement unless you receive written permission from us. Please refer to your grant agreement for expectations around reporting requirements, participation in the Expanded Learning Community of Practice, and other important details.

We are proud to partner with you to provide high-quality learning experiences for the City's youngest students.

Yours sincerely,

Dawn Coppin
Executive Director

SJ Learns
CITY OF SAN JOSÉ

San José Public Library Foundation Grant Amendment

Grant Number: 2021-SFO-0010-a1 **Amount**: $79,163 **Date**: March 8, 2022

Grantee Name: Alum Rock Union Elementary School District (ARUSD)

Grantee Contact: Rene Sanchez
Assistant Superintendent
Phone: 408-928-6590
Email: rene.sanchez@arusd.org

Foundation Staff: Kavitha Kavuri
Phone: 408-808-2081
Email: kavitha.kavuri@sjplf.org

Grant Period: August 1, 2022 to June 30, 2023

Amendment Purpose: To update the original grant period from Academic Year 2021-22 to Academic Year 2022-23. Reporting requirements have been updated accordingly to include an interim report due January 2023 and a final report due July 2023. This amendment (#2021-SFO-0010-a1) will replace the grant agreement signed on December 9, 2021 (#2021-SFO-0010) and will serve as ARUSD's contract with SJPLF.

Grant Purpose: To support ARUSD's expanded learning program during the 2022-23 Academic Year. Specifically, the grant will support the program outlined in the Special Funding Opportunity Grant Application:

Program Summary

The Alum Rock Union Elementary School District (ARUSD) seeks to build upon the successful partnership it has built with the City of San Jose by maintaining SJ Learns-funded "Think Together Kindergarten Academy" services. The purpose of this project is to provide ARUSD students with additional academic intervention and socio-emotional support during the school day, while helping them become proficient in ELA/math standards by the third grade. ARUSD credentialed teachers and Think Together staff are delivering a balanced literacy curriculum which includes weekly parent workshops to enable them to better support their at-home student readers.

These Kindergarten Academies operate at three elementary schools, serving 40 students each, every school day from school dismissal until 6:00pm. As part of a comprehensive expanded learning program delivered by Think Together, which includes health and wellness, youth development and structured physical activities, TK-K students will reinforce classroom learning with daily practice in letter names/sounds and number recognition. Social-emotional skill development is integrated into these programs, which is widely understood to be a critical component of students' successful recovery from interrupted schooling and disruption caused by the pandemic.

Through our partnership with SJ Learns, Think Together will enhance services for students who are identified as highest need by providing two Program Leaders (PLs) per school to support students during the school day, for

30 hours per week. These staff will serve as student success coaches, supporting the development, growth and success of students, while cultivating skills to be leaders. Each Program Leader will be directly responsible for 20 identified students and will develop a mentoring relationship with identified students during the school day and after school.

Think Together staff will help students build their academic, social and emotional skills using a "growth mindset" approach — the belief that intelligence, talents and abilities aren't fixed, but change with the amount of time and effort put into learning. Staff will support the development of strong relationships between students and adults which are critical to fuel student growth, resilience and education equity. Staff will monitor student progress and provide small-group instruction that allow teachers to better meet the learning needs of their students. Program Leaders will promote social-emotional learning, or skills like cooperation and self-regulation of emotions, which can be keys to success for students both in and outside the classroom.

Embedded in the program is targeted professional development for staff to better support students' academic and socio-emotional development. Staff will receive training in English Language Arts and Math curricula. Staff will receive training in trauma-informed care, Socio Emotional Learning, AVID, mindfulness, and improving culture and climate that directly impacts learning outcomes. Trauma-informed care training helps staff observe signs, symptoms, and risk factors related to a potential traumatic event, and addressing barriers to support youth facing these challenges. These are infused with strategies for understanding cultural perspectives and traditions of students and their families, as well as strategies for actively counteracting the effects of implicit and explicit bias. Think Together uses data, research and evaluations to understand our impact, identify best practices, and inform our approach to meeting the needs of all students and the practitioners who support their learning and growth.

Our Quality Assurance Coach will strengthen program to school and program to home connections. The QAC is responsible for building and maintaining strong relationships among parents through providing direct parent/family engagement and developing local community partnerships. The QAC will conduct and manage parent engagement operations including the parent wellness calls, facilitate parent workshops, parent webinars and provide parent monthly communications. Families will participate in four workshops per year designed to empower parents to be active participants in their children's education.

School Sites to Be Served	# of Students to Be Served	Academic Focus
Linda Vista McCollam Russo/McEntee	120	ELA and Math

Grant Objectives: As outlined in the grant application, the outcomes on which the program will focus include:

- Measurable Outcomes: Think Together will support ARUSD teachers to administer assessments of Educational Software that Guides Instruction (ESGI). ESGI is given three times a year at the beginning, middle and end of the year. TK assessments measure: uppercase and lowercase letters, rhyme awareness, uppercase and lowercase sounds and count to 20 and number recognition. Kindergarten assessments measure: uppercase and lowercase letters, uppercase and lowercase sounds, CVC Words, count by 1's to 100, count by 10's to 100, and number recognition and count objects.
    - We expect the following outcomes:
        - English Language Arts
            - 80% of TK students will demonstrate progress on identifying uppercase and lowercase letters.
            - 80% of TK students will write their own name and learn to recognize rhyming words.
        - Math and Numeracy
            - 80 % of TK students will demonstrate progress in recognition of numbers, shapes, and patterns.
            - 80% of TK students will demonstrate math awareness and count 1-10 objects and 1-20 objects.
        - Social Emotional
            - 80% of TK students will receive positive behavioral guidance to support their social emotional development, in self-regulation.
            - 80% of TK students will consistently have opportunities to build coping skills in staying focused, following rules, listening to directions, playing cooperatively with peers, participating in small and large group activities, and handling frustrations in socially acceptable ways.
            - 90% of students will increase their sight word recognition and master 75/100 of the Level 1 Kindergarten Word List from the intake assessment to year-end assessment, as measured by the Fry Sight Word Inventory.
        - Think Together Kindergarten Academies will achieve 85% of their average daily attendance goal. 70% of the participating students will be represented by a parent/family member at each of four parent nights offered at each site over the course of the academic year.
- Qualitative Outcomes: Think Together has developed quality assessments for its programs that utilize each of the twelve domains established by the CELQS, and Quality Assurance Coaches conduct and rely upon these assessments to develop action plans for direct service staff members to maintain high-quality service.
    - As a result of participating in Think Together Kindergarten Academy parent nights, 90% of parents will report that they (1) recommend the program to another parent, (2) learned techniques to be able to help their child at home, (3) learned the importance of participating in their child's education, and (4) feel more comfortable in the school setting, as measured by a Think Together retrospective survey.

Use of Grant Funds: The approved budget outlining appropriate use of grant funds is attached for reference.

Special Conditions:
In an effort to further the overall program goals of this grantmaking strategy and contribute to larger field-building objectives, please be advised that grantees are required to participate in the Expanded Learning Community of Practice and other periodic grantee convenings to share information on project activities and best practices.

Reporting Requirements:
San José Public Library Foundation requires program and financial reporting at specified dates. To support evaluation efforts, grantees must coordinate with the Santa Clara County Office of Education's DataZone team to share student information, including local assessment data, which must be housed within the data warehouse. Grantees authorize the San José Public Library Foundation to share deidentified student data with third parties for the purposes of evaluation only. Please note that future grant requests will not be considered if a grantee has failed to submit a required report. Instructions for how to complete reports can be found at www.sjplf.org/sjlearns/grant-report/.

Interim Report and Community Story for period 8/1/2022 - 12/31/2022: Due January 31, 2023
Final Cumulative Report and Community Story for 8/1/2022 - 6/30/2023: Due July 31, 2023

Payment Schedule:
This grant has already been paid in full.

Budget Revision Requests:
The San José Public Library Foundation understands that a budget submitted with a full proposal is a proposed document that may change over the course of the project. Allowing some spending flexibility can enable the work to proceed in a smoother and more efficient manner. Budget revisions must be requested for line-item changes that are greater than a 10% variance in any line-item. Instructions for how to modify a budget can be found at www.sjplf.org/sjlearns/grant-report/.

Acknowledgement of Grant Support:
Please acknowledge San José Public Library Foundation's support of grantee program in print and electronic publications such as newsletters, program activity announcements, grantee website and in all media coverage. Use the SJ Learns logo with the following wording: "This project has been made possible in part by a grant from the SJ Learns grantmaking strategy of San José Public Library Foundation and the City of San José." The SJ Learns logo is available for download at www.sjplf.org/sjlearns/grant-report/.

Grant Contingent on Public Funding:
The San José Public Library Foundation's grant is made possible by funding provided by third parties, including the City of San José. Absent the appropriate third party funding, the San José Public Library Foundation would be unable to fund the grant listed herein. Grantee acknowledges that the funds provided in this grant are contingent upon the San José Public Library Foundation's successful receipt of grant funds from the City of San José and/or other third parties. If at any point the City of San José does not provide the necessary funding for this grant, the San José Public Library Foundation may cease distribution on the grant until appropriate funding is acquired or may terminate this grant prematurely. Grantee shall hold the San José Public Library Foundation harmless in the event that the San José Public Library Foundation must cease grant distribution early due to lack of funding.

Other Requirements:
Grantee must prepare, and make available for public view on the internet, annual audited financial statements. The audited financial statements must be made available for view within nine months from the end of grantee's fiscal year. All audits must be performed by a certified public accountant licensed to practice in the State of California and conform to generally accepted auditing standards.

Record Maintenance and Inspection:
Grantee must maintain any and all ledgers, books of account, invoices, vouchers, cancelled checks, and other records or documents that evidence or relate to this grant for a minimum period of three years from the date of payment. Grantee shall make books and records available to the Foundation, San José City Auditor, City Manager or City Attorney for inspection at any time during regular business hours, upon written request. The San José Public Library Foundation may monitor and conduct an evaluation of operations under this grant, which may include a visit by Foundation personnel to observe your organization's program, discuss the program with your organization's personnel, and review financial and other records and materials connected with the activities financed by this grant.

Prohibited Activities:
So that the San José Public Library Foundation may comply with the tax laws of the United States, it is understood that Foundation grant funds will not be used for any of the following purposes:

- To carry on propaganda, or otherwise attempt to influence any legislation (within the meaning of Section 4945(d)(1) of the United States Internal Revenue Code);
- To influence the outcome of any specific public election or to carry on, directly or indirectly, any voter registration drive (within the meaning of Section 4945(d)(2) of the United States Internal Revenue Code);
- To undertake any activity for any purpose other than for charitable, scientific, literary or educational purposes;
- To inhibit or promote religion or fund services that convey a religious message;
- To discriminate against or grant preferential treatment to any person on the basis of race, sex, color, age, marital status, religion, sexual orientation, actual or perceived gender identity, genetic information, mental or physical disability, medical condition, political beliefs, organizational affiliations, veteran status, ethnicity, ancestry, or national origin.

If you have further questions regarding activities that are not permitted, please contact the San José Public Library Foundation.

Authority and Compliance with Laws:
Grantee confirms that: (a) grantee is an entity duly organized and in good standing under the laws of the jurisdiction in which it is organized; (b) grantee is not a disregarded entity (e.g., a sole-owner entity) under U.S. law; (c) grantee has the right to enter into and fully perform this Agreement; and (d) in carrying out the grant funded program as described above, grantee will comply with all applicable laws, regulations, and rules. You will notify the Foundation immediately of any changes during the term of this Agreement.

Intellectual Property:
By signing below, ARUSD and San José Public Library Foundation agree that all copyright and other interests in materials produced as a result of this grant shall be owned by the grantee. To ensure the widest possible distribution of such materials and ensure that they enter and remain in the public domain, the grantee and any individuals who may have some interest hereby grant to the Foundation a non-exclusive, transferable, perpetual, irrevocable, royalty-free, paid-up worldwide license to use or publish the materials or other work products arising out of or resulting from grantee's use of the grant funds and any earnings thereon, including all intellectual property rights, and to sublicense to third parties the rights described herein. Grantee, at Foundation's request, agrees to execute any additional documents required to affect such license.

Hold Harmless:
Grantee hereby irrevocably and unconditionally agrees, to the fullest extent permitted by law, to defend, indemnify and hold harmless the San José Public Library Foundation, its officers, directors, trustees, employees, and agents from and against any and all claims, liabilities, losses and expenses (including reasonable attorney's fees) directly, indirectly, wholly or partially arising from or in connection with the grant, the application of funds furnished pursuant to the grant, the program or project funded or financed by the grant or in any way relating to the subject of this Agreement. This paragraph shall survive the termination of this Agreement.

By signing below, ARUSD also acknowledges that the proposal submitted and this grant agreement constitute the contract with San José Public Library Foundation detailing the purpose(s) of the grant, including what activities are supported by this grant, and authorizes the Foundation to post your proposal narrative on its website. Please inform the Foundation if there are changes in agency personnel who are important to the administration of the grant, or if the grant funds cannot be expended for the purpose or in the time period described in the proposal. Grantee may not use the funds in any way other than as described in the proposal unless the grantee receives written permission from the San José Public Library Foundation. Grantee shall repay to Foundation any portion of the amount granted that is not used for the purpose of this grant. If funds remain at the end of the grant period, grantee must contact the Foundation staff person noted above.

Please provide the name and address where payments should be mailed.



_____ Date: March 8, 2022

Dawn Coppin
Executive Director
San José Public Library Foundation

_____ Date: _____

Rene Sanchez
Assistant Superintendent
Alum Rock Union Elementary School District

Applicant Name	**Alum Rock Union Elementary School District**
Program Name	**Think Together Kindergarten Academies - School day support/Parental support**
Time Period	**AY 2021-22**

Line Item	AY 2021-22	Explanation of Expense and Calculation
I. Personnel		
Think Together Program Leaders	$ 85,698.00	6 Program Leaders x 30 hours/wk x 24 weeks x $17.25/hour x 1.15 for benefits
Think Together QAC Stipends	$ 3,000.00	3 Quality Assurance Coaches x $1,000/stipend (program to home connections)
(3) Agency Staff Title 3	$ -	
(4) Agency Staff Title 4	$ -	
(5) Agency Staff Title 5	$ -	
(6) Agency Staff Title 6	$ -	
(7) Agency Staff Title 7	$ -	
(8) Agency Staff Title 8	$ -	
(9) Agency Staff Title 9	$ -	
(10) Agency Staff Title 10	$ -	
(11) Payroll Taxes and Benefits	$ -	
Total Personnel	**$ 88,698.00**	
II. Other Expenses		
Laptops		
(13) Program Supplies	$ -	
(14) Equipment (>$5,000)	$ -	
(15) Equipment (<$5,000) / Maintenance	$ -	
(16) Travel	$ -	
(17) Consulting / Professional Services	$ -	
Subcontracts (List)		
(18) Subcontractor 1	$ -	
(19) Subcontractor 2	$ -	
(20) Subcontractor 3	$ -	
Miscellaneous (List)		
(21) Misc Item 1	$ -	
(22) Misc Item 2	$ -	
(23) Misc Item 3	$ -	
Administrative Overhead	$ -	
Total Other Expenses	**$ -**	
Total Grant Expenses	**$ 88,698.00**	
Match[1]		
(24) Funding Source	$ -	
(25) Funding Source	$ -	
(26) Funding Source	$ -	
(27) Funding Source	$ -	
Total Match	**$ -**	
Grand Total	**$ 88,698.00**	

[1]Please include in-kind - non-cash contributions (which directly benefit a project) by the grantee or another party other than the funder (volunteer services, equipment use, facilities use, staff time or other resources, as distinguishable from a monetary grant) - and cash - monetary grants from third party funders (federal, state, county, foundation, corporation).

12.05

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

To the Board of Trustees: April 1, 2022

Subject: **Vendor & Payroll Warrants**

Staff Analysis: Summary of Vendor and Payroll Warrants issued during March month of Fiscal Year 2021/2022.

Total of vendor warrants	$	4,604,659.04
Total of payroll warrants	$	6,252,016.10
Total	**$**	**10,856,675.14**

Recommendation: Staff recommends approval of the Vendor & Payroll Warrants for the month of March 2022.

Approved by: Kolvira Chheng Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: April 14, 2022
Regular Board Meeting

Recommend Approval

12.05
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

March 2022

Fund	VENDOR WARRANTS	AMOUNT
010,050,060,080	General Fund (Incl Payroll A/P)	$2,626,084.87
120	Child Development Fund	$46,324.10
130	Cafeteria Fund	$279,914.60
140	Deferred Maintenance Fund	$65,401.68
210	Building Fund	$85,905.50
250	Capital Facilities Fund	$0.00
350	County School Facility Fund	$0.00
400	Special Reserve for Capital Outlay Fund	$0.00
670	Health and Welfare & Workers Comp	$1,496,266.32
	Subtotal	**$4,599,897.07**
088	Student Body Fund	$4,761.97
	Total Vendor Warrants	**$4,604,659.04**

	PAYROLL WARRANTS	
	10th of the month	$2,179,473.38
	EOM Payroll	$4,071,629.13
	Manual Checks	$913.59
	Void Checks	$0.00
	Total Payroll Warrants	**$6,252,016.10**
	Grand Total All Warrants	**$10,856,675.14**

	From	To
AP Warrants used #	4011451	- 4012012
Payroll Direct Deposit Pay Stub used #	4733821	- 4735414
Payroll Checks used #	4403180	- 4403313

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund	Sum of Amount
4IMPRINT INC.	3/4/2022	4011521	010	$ 363.07
	3/31/2022	4011964	010	$ 851.80
4IMPRINT INC. Total				**$ 1,214.87**
ABSET, DEGU TILAHUN	3/4/2022	4011492	010	$ 420.28
ABSET, DEGU TILAHUN Total				**$ 420.28**
ACADEMIC COMMUNICATION ASSOC.	3/4/2022	4011454	080	$ 99.66
ACADEMIC COMMUNICATION ASSOC. Total				**$ 99.66**
ACCELERATE LEARNING INC	3/4/2022	4011522	060	$ 207,957.67
ACCELERATE LEARNING INC Total				**$ 207,957.67**
ACE EMPOWER ACADEMY	3/11/2022	4011590	010	$ 25,987.00
ACE EMPOWER ACADEMY Total				**$ 25,987.00**
ACHIEVE KIDS	3/11/2022	4011688	080	$ 29,332.00
	3/25/2022	4011875	080	$ 5,289.00
ACHIEVE KIDS Total				**$ 34,621.00**
ACME PACIFIC REPAIRS INC.	3/4/2022	4011455	050	$ 408.27
	3/31/2022	4011945	050	$ 1,653.25
ACME PACIFIC REPAIRS INC. Total				**$ 2,061.52**
ACTION TOWING AND ROAD SERVICE	3/4/2022	4011456	010	$ 181.25
ACTION TOWING AND ROAD SERVICE Total				**$ 181.25**
ADELANTE PTA	3/18/2022	4011775	010	$ 480.00
ADELANTE PTA Total				**$ 480.00**
AGUSTIN VARGAS	3/4/2022	4011493	010	$ 214.10
	3/31/2022	4011982	010	$ 607.96
AGUSTIN VARGAS Total				**$ 822.06**
ALBERT, WENDY E.	3/11/2022	4011630	010	$ 377.58
	3/31/2022	4011994	010	$ 82.90
ALBERT, WENDY E. Total				**$ 460.48**
ALEJANDRA GUADALUPE BASULTO	3/4/2022	4011504	010	$ 35.82
ALEJANDRA GUADALUPE BASULTO Total				**$ 35.82**
ALIA	3/4/2022	4011457	060	$ 6,909.09
	3/11/2022	4011609	060	$ 6,909.09
ALIA Total				**$ 13,818.18**
ALLIANCE FOR YOUTH ACHIEVEMENT	3/30/2022	4011898	010	$ 30.00
ALLIANCE FOR YOUTH ACHIEVEMENT Total				**$ 30.00**
ALLIED REFRIGERATION INC.	3/11/2022	4011650	050	$ 565.90
	3/31/2022	4011926	050	$ 553.09
ALLIED REFRIGERATION INC. Total				**$ 1,118.99**
ALPHA BLANCA ALVARADO(ALPHA1)	3/11/2022	4011591	010	$ 90,649.00
ALPHA BLANCA ALVARADO(ALPHA1) Total				**$ 90,649.00**
ALPHA JOSE HERNANDEZ (ALPHA	3/11/2022	4011592	010	$ 100,870.00
ALPHA JOSE HERNANDEZ (ALPHA Total				**$ 100,870.00**
ALUM ROCK #305	3/30/2022	4011899	010	$ 436.00
ALUM ROCK #305 Total				**$ 436.00**
ALUM ROCK ADMINISTRATORS ASSOC	3/30/2022	4011900	010	$ 515.00
ALUM ROCK ADMINISTRATORS ASSOC Total				**$ 515.00**
AMAZON WEB SERVICES INC.	3/11/2022	4011610	010	$ 553.92
AMAZON WEB SERVICES INC. Total				**$ 553.92**

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund		Sum of Amount
AMAZON.COM LLC	3/4/2022	4011523	010	$	388.85
			080	$	111.43
		4011580	010	$	81.04
	3/11/2022	4011675	060	$	447.35
			080	$	139.80
	3/18/2022	4011758	060	$	182.40
			080	$	18.57
		4011799	010	$	10,281.10
	3/25/2022	4011840	010	$	464.80
			060	$	267.23
		4011876	060	$	359.84
		4011888	010	$	1,115.50
	3/31/2022	4011946	010	$	82.96
			060	$	570.86
			080	$	144.92
		4012009	010	$	340.78
AMAZON.COM LLC Total				**$**	**14,997.43**
AMERICAN FIDELITY ASSURANCE	3/30/2022	4011901	010	$	14,080.00
AMERICAN FIDELITY ASSURANCE Total				**$**	**14,080.00**
AMERICAN FIDELITY ASSURANCE CO	3/30/2022	4011902	010	$	29,056.58
AMERICAN FIDELITY ASSURANCE CO Total				**$**	**29,056.58**
AMY ELIZABETH RODRIGUES	3/4/2022	4011505	010	$	5.85
AMY ELIZABETH RODRIGUES Total				**$**	**5.85**
ANDRE BOUDIN BAKERIES	3/31/2022	4011965	010	$	10.00
ANDRE BOUDIN BAKERIES Total				**$**	**10.00**
ANGELA OH	3/4/2022	4011494	010	$	214.10
ANGELA OH Total				**$**	**214.10**
ANISAA MENDOZA-GREEN	3/18/2022	4011800	010	$	217.42
ANISAA MENDOZA-GREEN Total				**$**	**217.42**
ANITA GHOSH	3/4/2022	4011506	010	$	15.34
ANITA GHOSH Total				**$**	**15.34**
APPLE INC.	3/11/2022	4011714	010	$	1,385.03
	3/18/2022	4011759	010	$	2,408.94
	3/25/2022	4011841	010	$	195.78
APPLE INC. Total				**$**	**3,989.75**
ARAMARK UNIFORM & CAREER	3/18/2022	4011794	130	$	1,189.20
ARAMARK UNIFORM & CAREER Total				**$**	**1,189.20**
ARELY MARGARITA FLORES	3/11/2022	4011631	010	$	55.74
ARELY MARGARITA FLORES Total				**$**	**55.74**
ASSOCIATION OF CALIFORNIA	3/30/2022	4011903	010	$	2,986.65
ASSOCIATION OF CALIFORNIA Total				**$**	**2,986.65**
ASSOCIATION OF TWO-WAY & DUAL	3/25/2022	4011853	060	$	1,675.00
	3/31/2022	4011923	060	$	1,375.00
ASSOCIATION OF TWO-WAY & DUAL Total				**$**	**3,050.00**
AT&T	3/4/2022	4011458	010	$	828.64
		4011524	010	$	448.66
	3/11/2022	4011611	010	$	861.83

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund		Sum of Amount
AT&T	3/11/2022	4011685	010	$	2,630.76
	3/25/2022	4011842	010	$	845.19
	3/31/2022	4011947	010	$	427.01
AT&T Total				$	6,042.09
AXIOM COMMUNICATIONS SYSTEMS	3/11/2022	4011689	050	$	3,941.81
	3/31/2022	4011927	050	$	4,869.59
AXIOM COMMUNICATIONS SYSTEMS Total				$	8,811.40
A-Z BUS SALES INC	3/11/2022	4011713	010	$	237.50
	3/25/2022	4011839	010	$	684.92
A-Z BUS SALES INC Total				$	922.42
BALLARD & TIGHE COMPANY	3/31/2022	4011948	060	$	11,940.12
BALLARD & TIGHE COMPANY Total				$	11,940.12
BARNES AND NOBLE	3/31/2022	4011949	010	$	83.07
BARNES AND NOBLE Total				$	83.07
BATTERY SYSTEMS INC	3/11/2022	4011690	050	$	201.25
	3/18/2022	4011732	050	$	48.81
BATTERY SYSTEMS INC Total				$	250.06
BAUDVILLE	3/25/2022	4011843	010	$	55.80
	3/31/2022	4011950	010	$	781.93
BAUDVILLE Total				$	837.73
BAY AREA AIR QUALITY MGMT	3/4/2022	4011459	010	$	255.00
BAY AREA AIR QUALITY MGMT Total				$	255.00
BAY AREA FLOOR MACHINE	3/11/2022	4011651	010	$	510.06
		4011691	010	$	254.54
BAY AREA FLOOR MACHINE Total				$	764.60
BECK, ALLEN VICTOR	3/25/2022	4011877	010	$	214.10
BECK, ALLEN VICTOR Total				$	214.10
BEVERLY BORBON	3/4/2022	4011495	010	$	214.10
BEVERLY BORBON Total				$	214.10
BIANCA ORTIZ	3/11/2022	4011632	080	$	68.80
BIANCA ORTIZ Total				$	68.80
BIOMETRICS4ALL INC.	3/4/2022	4011562	010	$	15.75
BIOMETRICS4ALL INC. Total				$	15.75
BLICK ART MATERIALS LLC	3/25/2022	4011844	060	$	496.94
BLICK ART MATERIALS LLC Total				$	496.94
BLUETRITION BRANDS INC.	3/4/2022	4011570	010	$	386.24
			080	$	12.98
			130	$	36.94
	3/11/2022	4011600	010	$	69.15
		4011601	060	$	227.60
	3/18/2022	4011795	010	$	810.48
		4011806	060	$	8,479.26
	3/31/2022	4011921	060	$	718.07
		4011924	010	$	294.66
			050	$	35.34
			080	$	71.85
			130	$	31.45

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund	Sum of Amount
BLUETRITION BRANDS INC.	3/31/2022	4011925	010	$ 69.15
BLUETRITION BRANDS INC. Total				$ 11,243.17
BOSCO CONSTRUCTION SERVICES	3/11/2022	4011692	050	$ 15,841.00
	3/18/2022	4011733	050	$ 4,045.00
	3/31/2022	4011928	050	$ 25,343.28
BOSCO CONSTRUCTION SERVICES Total				$ 45,229.28
BRIDGE WIRELESS INC	3/4/2022	4011581	010	$ 1,293.13
BRIDGE WIRELESS INC Total				$ 1,293.13
BUSWEST LLC	3/4/2022	4011479	010	$ 195.95
	3/11/2022	4011715	010	$ 68.75
BUSWEST LLC Total				$ 264.70
CALIFORNIA ACADEMY OF SCIENCES	3/31/2022	4011922	060	$ 585.00
CALIFORNIA ACADEMY OF SCIENCES Total				$ 585.00
CALIFORNIA SPORT DESIGN	3/4/2022	4011582	010	$ 341.78
	3/18/2022	4011760	088	$ 350.51
CALIFORNIA SPORT DESIGN Total				$ 692.29
CALIFORNIA UNITED MECHANICAL,	3/31/2022	4011930	050	$ 430.00
CALIFORNIA UNITED MECHANICAL, Total				$ 430.00
CAL-STEAM INC.	3/4/2022	4011525	050	$ 145.55
	3/11/2022	4011652	050	$ 246.62
	3/31/2022	4011929	050	$ 242.60
CAL-STEAM INC. Total				$ 634.77
CANON FINANCIAL SERVICES INC.	3/2/2022	4011451	010	$ 2,678.63
			060	$ 1,637.36
			080	$ 127.97
		4011452	010	$ 2,785.82
			060	$ 1,637.36
			080	$ 127.97
		4011453	010	$ 2,785.82
			060	$ 1,991.74
			080	$ 127.97
	3/18/2022	4011734	060	$ 140.00
		4011776	010	$ 2,925.82
			060	$ 1,991.74
			080	$ 127.97
CANON FINANCIAL SERVICES INC. Total				$ 19,086.17
CARDLOCK FUELS SYSTEM INC	3/4/2022	4011480	010	$ 326.47
	3/25/2022	4011854	010	$ 940.64
CARDLOCK FUELS SYSTEM INC Total				$ 1,267.11
CARLOS C TRIPODI	3/4/2022	4011507	010	$ 95.36
CARLOS C TRIPODI Total				$ 95.36
CARLOS HERNANDEZ	3/31/2022	4012008	010	$ 371.86
CARLOS HERNANDEZ Total				$ 371.86
CAROLINA BIOLOGICAL SUPPLY	3/25/2022	4011878	060	$ 171.53
	3/31/2022	4011951	060	$ 110.14
CAROLINA BIOLOGICAL SUPPLY Total				$ 281.67
CAT FINANCIAL CAT CARD	3/31/2022	4011952	010	$ 139.30

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund		Sum of Amount
CAT FINANCIAL CAT CARD Total				$	139.30
CELLCO PARTNERSHIP	3/11/2022	4011607	010	$	4,753.40
	3/18/2022	4011726	060	$	22.82
CELLCO PARTNERSHIP Total				$	4,776.22
CHARLES J POSNER	3/4/2022	4011460	010	$	98.43
CHARLES J POSNER Total				$	98.43
CINTAS CORPORATION	3/11/2022	4011653	010	$	1,255.56
			050	$	265.11
		4011693	010	$	418.52
			050	$	84.52
	3/18/2022	4011735	010	$	1,542.38
			050	$	169.04
	3/31/2022	4011931	010	$	418.52
			050	$	84.52
CINTAS CORPORATION Total				$	4,238.17
CLARA CRUZ	3/25/2022	4011820	010	$	80.90
CLARA CRUZ Total				$	80.90
CLIFFORD MOSS LLC	3/11/2022	4011612	010	$	10,000.00
	3/18/2022	4011777	010	$	8,000.00
CLIFFORD MOSS LLC Total				$	18,000.00
CONCEPCION L. HUERTA	3/31/2022	4011983	010	$	206.18
CONCEPCION L. HUERTA Total				$	206.18
CONTRERAS, PALOMA	3/31/2022	4011984	010	$	33.38
CONTRERAS, PALOMA Total				$	33.38
CORNERSTONE ENVIRONMENTAL	3/18/2022	4011736	050	$	4,387.15
CORNERSTONE ENVIRONMENTAL Total				$	4,387.15
COUNTY BUILDING MATERIALS INC.	3/11/2022	4011654	050	$	4,412.23
COUNTY BUILDING MATERIALS INC. Total				$	4,412.23
CROWN CASTLE INTERNATIONAL	3/11/2022	4011686	010	$	2,064.75
CROWN CASTLE INTERNATIONAL Total				$	2,064.75
CRYSTAL BEAUTY MADRIL	3/4/2022	4011508	010	$	198.15
CRYSTAL BEAUTY MADRIL Total				$	198.15
CSEA VICTORY CLUB	3/30/2022	4011904	010	$	45.00
CSEA VICTORY CLUB Total				$	45.00
CUMMING MANAGEMENT GROUP INC	3/4/2022	4011526	210	$	11,810.00
	3/18/2022	4011801	210	$	46,642.50
CUMMING MANAGEMENT GROUP INC Total				$	58,452.50
CYNDI MACDONALD	3/31/2022	4011995	010	$	89.98
CYNDI MACDONALD Total				$	89.98
Cynthia Corona	3/18/2022	4011727	010	$	234.08
Cynthia Corona Total				$	234.08
DANIEL SANCHEZ	3/4/2022	4011527	010	$	2,250.00
			060	$	4,750.00
		4011583	010	$	750.00
			060	$	250.00
	3/11/2022	4011613	060	$	8,714.30
		4011687	060	$	1,000.00

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DANIEL SANCHEZ	3/11/2022	4011694	060	$	1,000.00
	3/25/2022	4011845	060	$	3,000.00
	3/31/2022	4011953	060	$	1,000.00
DANIEL SANCHEZ Total				$	22,714.30
DANIELLE DAMBROSIO	3/31/2022	4011996	060	$	458.48
DANIELLE DAMBROSIO Total				$	458.48
DANNIS WOLIVER KELLY	3/4/2022	4011528	010	$	11,595.00
DANNIS WOLIVER KELLY Total				$	11,595.00
DAVE BANG ASSOCIATES INC	3/31/2022	4011932	050	$	965.50
DAVE BANG ASSOCIATES INC Total				$	965.50
DAYLIGHT FOODS INC	3/18/2022	4011796	130	$	21,210.31
DAYLIGHT FOODS INC Total				$	21,210.31
DEAN HODGES	3/11/2022	4011633	010	$	49.16
DEAN HODGES Total				$	49.16
DELL MARKETING L.P.	3/11/2022	4011593	010	$	688.44
	3/18/2022	4011761	050	$	84.05
	3/25/2022	4011846	010	$	14,194.65
			050	$	3,980.27
		4011879	050	$	222.91
	3/31/2022	4011954	010	$	4,235.26
DELL MARKETING L.P. Total				$	23,405.58
DELTA DENTAL	3/18/2022	4011737	670	$	976.80
DELTA DENTAL Total				$	976.80
DICK N VALENTE	3/4/2022	4011496	010	$	822.06
DICK N VALENTE Total				$	822.06
E.L. ACHIEVE INC.	3/4/2022	4011529	060	$	5,000.00
	3/18/2022	4011802	060	$	2,851.41
	3/31/2022	4012010	060	$	5,000.00
E.L. ACHIEVE INC. Total				$	12,851.41
EAST BAY RESTAURANT SUPPLY INC	3/18/2022	4011778	130	$	2,409.32
EAST BAY RESTAURANT SUPPLY INC Total				$	2,409.32
EDGES ELECTRICAL GROUP LLC	3/11/2022	4011655	050	$	3,748.35
	3/31/2022	4011933	050	$	1,078.24
EDGES ELECTRICAL GROUP LLC Total				$	4,826.59
EDWARD GONZALES	3/11/2022	4011614	060	$	651.88
EDWARD GONZALES Total				$	651.88
EINSTEIN NOAH RESTAURANT	3/4/2022	4011530	010	$	83.47
EINSTEIN NOAH RESTAURANT Total				$	83.47
EKON-O-PAC LLC	3/25/2022	4011847	130	$	6,455.00
EKON-O-PAC LLC Total				$	6,455.00
ELIZABETH MONTOYA MORALES	3/11/2022	4011634	010	$	23.94
	3/18/2022	4011728	010	$	62.11
	3/31/2022	4011997	010	$	44.81
ELIZABETH MONTOYA MORALES Total				$	130.86
ELIZABETH NUNEZ GUZMAN	3/4/2022	4011509	010	$	184.00
ELIZABETH NUNEZ GUZMAN Total				$	184.00
ENVIRONMENTAL SYSTEMS INC	3/11/2022	4011656	050	$	2,292.34

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ENVIRONMENTAL SYSTEMS INC	3/31/2022	4011934	050	$	1,980.00
ENVIRONMENTAL SYSTEMS INC Total				$	4,272.34
ERIN DEVINE	3/4/2022	4011531	080	$	14,105.00
ERIN DEVINE Total				$	14,105.00
FACILITRON INC	3/25/2022	4011880	060	$	1,556.10
FACILITRON INC Total				$	1,556.10
FAIRBANK MASLIN	3/18/2022	4011762	010	$	32,000.00
FAIRBANK MASLIN Total				$	32,000.00
FASTRAK INVOICE PROCESSING	3/31/2022	4011966	050	$	7.00
FASTRAK INVOICE PROCESSING Total				$	7.00
FEDERAL EXPRESS	3/4/2022	4011532	010	$	135.51
	3/18/2022	4011729	010	$	169.95
		4011779	010	$	134.68
	3/31/2022	4011967	010	$	72.18
FEDERAL EXPRESS Total				$	512.32
FIRST TEE - SILICON VALLEY	3/31/2022	4012011	010	$	6,000.00
FIRST TEE - SILICON VALLEY Total				$	6,000.00
FLORES, LOUIE JR.	3/4/2022	4011510	060	$	247.17
FLORES, LOUIE JR. Total				$	247.17
FOLEY & SONS INC	3/4/2022	4011540	010	$	263.42
	3/31/2022	4011955	010	$	134.15
			060	$	71.06
FOLEY & SONS INC Total				$	468.63
FONSECA JIM JR.	3/28/2022	4011897	088	$	973.44
FONSECA JIM JR. Total				$	973.44
FORM PLASTICS COMPANY	3/18/2022	4011780	130	$	8,227.47
FORM PLASTICS COMPANY Total				$	8,227.47
FOSTER DAIRY FARMS	3/18/2022	4011797	130	$	44,690.46
FOSTER DAIRY FARMS Total				$	44,690.46
GARDA CL WEST	3/18/2022	4011781	130	$	232.47
GARDA CL WEST Total				$	232.47
GEORGE WILLIAM KLEIDON	3/11/2022	4011602	010	$	500.00
GEORGE WILLIAM KLEIDON Total				$	500.00
GERARDO GARCIA GARCIA	3/11/2022	4011635	080	$	83.36
GERARDO GARCIA GARCIA Total				$	83.36
GOLD STAR FOODS	3/18/2022	4011798	130	$	168,491.65
GOLD STAR FOODS Total				$	168,491.65
GOPINATHAN NIDUVADAN	3/4/2022	4011497	010	$	214.10
GOPINATHAN NIDUVADAN Total				$	214.10
GREEN, MARGUERITE E.	3/31/2022	4011985	010	$	214.10
GREEN, MARGUERITE E. Total				$	214.10
GREENESPORT ASSOCIATION	3/4/2022	4011490	010	$	1,470.00
	3/11/2022	4011716	010	$	1,500.00
	3/25/2022	4011848	010	$	1,450.00
		4011889	010	$	690.00
	3/31/2022	4011956	010	$	1,805.00
			060	$	2,200.00

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GREENESPORT ASSOCIATION Total				$ 9,115.00
GUITAR CENTER STORES INC.	3/4/2022	4011533	010	$ 586.20
	3/18/2022	4011782	010	$ 172.81
	3/31/2022	4011968	010	$ 35.00
GUITAR CENTER STORES INC. Total				$ 794.01
HARRY L. MURPHY INC.	3/4/2022	4011584	050	$ 20,880.00
HARRY L. MURPHY INC. Total				$ 20,880.00
HAWTHORNE EDUCATIONAL	3/11/2022	4011676	060	$ 3,881.72
HAWTHORNE EDUCATIONAL Total				$ 3,881.72
HIROCHIMA L SANCHEZ	3/31/2022	4011986	080	$ 148.01
HIROCHIMA L SANCHEZ Total				$ 148.01
HOME DEPOT U.S.A. INC.	3/4/2022	4011461	010	$ 10.15
	3/18/2022	4011723	010	$ 4,556.29
		4011724	010	$ 5,855.99
		4011725	050	$ 2,830.35
		4011738	050	$ 5,289.10
		4011739	010	$ 529.17
	3/31/2022	4011935	010	$ 4,978.11
			050	$ 3,874.98
		4011969	050	$ 27.41
HOME DEPOT U.S.A. INC. Total				$ 27,951.55
HORIZON DISTRIBUTORS INC	3/4/2022	4011462	050	$ 223.09
	3/11/2022	4011657	050	$ 138.47
	3/18/2022	4011740	050	$ 262.67
HORIZON DISTRIBUTORS INC Total				$ 624.23
HOWIES HOCKEY INC.	3/25/2022	4011849	130	$ 3,000.00
HOWIES HOCKEY INC. Total				$ 3,000.00
ICONIX WATERWORKS (US) INC.	3/11/2022	4011658	050	$ 132.27
	3/18/2022	4011741	050	$ 131.31
	3/31/2022	4011936	050	$ 124.77
ICONIX WATERWORKS (US) INC. Total				$ 388.35
IDA G HARL	3/31/2022	4011998	010	$ 162.62
IDA G HARL Total				$ 162.62
IDN INC	3/31/2022	4011937	050	$ 640.70
IDN INC Total				$ 640.70
IMEE ALMAZAN	3/11/2022	4011677	010	$ 28.09
IMEE ALMAZAN Total				$ 28.09
INTERNATIONAL ASSOCIATION FOR	3/4/2022	4011463	060	$ 3,500.00
		4011541	060	$ 3,300.00
	3/11/2022	4011615	060	$ 650.00
	3/31/2022	4011957	060	$ 100.00
INTERNATIONAL ASSOCIATION FOR Total				$ 7,550.00
IRENE CHOU	3/18/2022	4011803	010	$ 199.43
IRENE CHOU Total				$ 199.43
IRIS LYNN CHAREST	3/11/2022	4011636	010	$ 32.80
IRIS LYNN CHAREST Total				$ 32.80
IT MANAGEMENT CORPORATION	3/4/2022	4011563	010	$ 2,957.49

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IT MANAGEMENT CORPORATION Total				$ 2,957.49
ITSAVVY LLC	3/4/2022	4011534	010	$ 43.62
		4011564	010	$ 3,186.76
	3/11/2022	4011616	010	$ 93.89
	3/25/2022	4011881	010	$ 2,701.35
	3/31/2022	4011958	060	$ 1,511.30
ITSAVVY LLC Total				$ 7,536.92
J.W. PEPPER & SON, INC.	3/11/2022	4011617	010	$ 26.18
	3/18/2022	4011783	010	$ 21.88
J.W. PEPPER & SON, INC. Total				$ 48.06
JACQUELYN MARIE ARDANUY	3/25/2022	4011821	060	$ 482.58
JACQUELYN MARIE ARDANUY Total				$ 482.58
JESSE M SERNA	3/4/2022	4011481	010	$ 8,247.70
JESSE M SERNA Total				$ 8,247.70
JESSICA BENNETT	3/11/2022	4011695	010	$ 328.46
JESSICA BENNETT Total				$ 328.46
JET MULCH INC	3/18/2022	4011742	050	$ 13,117.98
JET MULCH INC Total				$ 13,117.98
JOHN F. FONT PHD & ASSOCIATES	3/4/2022	4011565	080	$ 6,864.00
JOHN F. FONT PHD & ASSOCIATES Total				$ 6,864.00
JOSE CORTEZ	3/11/2022	4011637	060	$ 218.75
JOSE CORTEZ Total				$ 218.75
JOSEPH RIVAS	3/4/2022	4011498	010	$ 214.10
JOSEPH RIVAS Total				$ 214.10
JOURNEYED.COM INC.	3/18/2022	4011784	010	$ 115.00
	3/25/2022	4011850	060	$ 7,652.42
JOURNEYED.COM INC. Total				$ 7,767.42
KAISER	3/18/2022	4011743	670	$ 176,454.93
	3/25/2022	4011892	670	$ 261.00
KAISER Total				$ 176,715.93
KAISER PERMANENTE	3/4/2022	4011573	670	$ 412.66
	3/25/2022	4011893	670	$ 412.66
KAISER PERMANENTE Total				$ 825.32
KAREN MICHELLE BERGESEN	3/25/2022	4011822	060	$ 566.13
KAREN MICHELLE BERGESEN Total				$ 566.13
KASTURI BASU	3/4/2022	4011535	060	$ 129.84
	3/25/2022	4011823	060	$ 75.92
KASTURI BASU Total				$ 205.76
KATHLEEN EILEEN CASEY-GARCIA	3/25/2022	4011824	010	$ 142.23
KATHLEEN EILEEN CASEY-GARCIA Total				$ 142.23
KEENAN & ASSOCIATES	3/4/2022	4011574	670	$ 116,589.00
	3/25/2022	4011894	670	$ 116,589.00
KEENAN & ASSOCIATES Total				$ 233,178.00
KELLY SPICERS INC	3/4/2022	4011536	010	$ 374.34
KELLY SPICERS INC Total				$ 374.34
KELLY-MOORE PAINT COMPANY INC.	3/4/2022	4011464	050	$ 165.34
	3/11/2022	4011659	050	$ 393.61

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KELLY-MOORE PAINT COMPANY INC. Total				$	558.95
KENNETH MCBRIAN	3/11/2022	4011638	010	$	98.05
KENNETH MCBRIAN Total				$	98.05
KEVIN DAVID WEBSTER	3/11/2022	4011639	080	$	60.84
KEVIN DAVID WEBSTER Total				$	60.84
KEVIN HOMEL	3/31/2022	4012012	010	$	472.78
KEVIN HOMEL Total				$	472.78
KHAI Q. TRAN	3/18/2022	4011730	050	$	33,290.00
		4011744	050	$	1,300.00
KHAI Q. TRAN Total				$	34,590.00
KIMBERLY H SIMON	3/25/2022	4011825	010	$	36.02
KIMBERLY H SIMON Total				$	36.02
KIMI JOY HIROSHIMA	3/11/2022	4011640	010	$	23.13
KIMI JOY HIROSHIMA Total				$	23.13
KIMOCHIS	3/25/2022	4011851	060	$	947.24
	3/31/2022	4011970	060	$	882.53
KIMOCHIS Total				$	1,829.77
KIPP HEARTWOOD ACADEMY	3/11/2022	4011594	010	$	100,877.00
KIPP HEARTWOOD ACADEMY Total				$	100,877.00
KIPP PRIZE PREPARATORY ACADEMY	3/11/2022	4011595	010	$	84,912.00
KIPP PRIZE PREPARATORY ACADEMY Total				$	84,912.00
KRISTA KEYES	3/11/2022	4011641	010	$	25.15
KRISTA KEYES Total				$	25.15
KRISTI YAMAGUCHI ALWAYS DREAM	3/11/2022	4011696	060	$	11,270.00
KRISTI YAMAGUCHI ALWAYS DREAM Total				$	11,270.00
KRISTIN ANNE MOELLER	3/25/2022	4011826	060	$	264.42
	3/31/2022	4011999	060	$	272.53
KRISTIN ANNE MOELLER Total				$	536.95
KRISTIN WALKER	3/11/2022	4011642	010	$	23.29
KRISTIN WALKER Total				$	23.29
KSHIRSAGAR, SHRISHARADA N	3/18/2022	4011785	060	$	49.60
KSHIRSAGAR, SHRISHARADA N Total				$	49.60
KYIN FONG	3/4/2022	4011499	010	$	214.10
KYIN FONG Total				$	214.10
LA ROCCA, GAIL	3/18/2022	4011786	010	$	86.95
LA ROCCA, GAIL Total				$	86.95
LAKESHORE EQUIPMENT COMPANY	3/4/2022	4011537	010	$	542.39
			060	$	3,810.26
	3/11/2022	4011678	010	$	113.50
			060	$	2,485.36
	3/18/2022	4011763	060	$	418.82
	3/25/2022	4011852	010	$	2,280.91
			060	$	3,182.70
	3/31/2022	4011971	010	$	379.57
LAKESHORE EQUIPMENT COMPANY Total				$	13,213.51
LANGUAGE PEOPLE INC	3/11/2022	4011679	010	$	2,102.17
	3/25/2022	4011855	010	$	1,732.12

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LANGUAGE PEOPLE INC Total				$	3,834.29
LAURA KREPELKA	3/18/2022	4011804	010	$	201.50
LAURA KREPELKA Total				$	201.50
LDP INC	3/11/2022	4011697	060	$	2,053.86
LDP INC Total				$	2,053.86
LETITIA STEWART	3/25/2022	4011827	060	$	182.05
LETITIA STEWART Total				$	182.05
LI, PELE	3/4/2022	4011542	060	$	7,438.00
LI, PELE Total				$	7,438.00
LILY MILIM CHANG	3/11/2022	4011643	010	$	74.31
LILY MILIM CHANG Total				$	74.31
LISA MARIE ROGERS	3/18/2022	4011787	010	$	112.05
LISA MARIE ROGERS Total				$	112.05
LITTLE HEROES INC.	3/4/2022	4011538	060	$	2,500.00
		4011566	060	$	5,600.00
	3/11/2022	4011618	010	$	2,800.00
		4011680	010	$	1,050.00
			060	$	6,650.00
		4011717	010	$	4,000.00
			060	$	4,400.00
	3/18/2022	4011788	060	$	5,320.00
	3/25/2022	4011856	010	$	2,800.00
LITTLE HEROES INC. Total				$	35,120.00
LORELIZ JACINTO	3/11/2022	4011644	010	$	245.86
LORELIZ JACINTO Total				$	245.86
LOWES COMPANIES INC.	3/11/2022	4011661	050	$	1,815.16
	3/18/2022	4011745	050	$	203.08
	3/31/2022	4011938	060	$	36,301.56
LOWES COMPANIES INC. Total				$	38,319.80
LOWE'S COMPANIES, INC.	3/11/2022	4011660	140	$	1,505.48
LOWE'S COMPANIES, INC. Total				$	1,505.48
LOZANO SMITH LLP	3/4/2022	4011482	010	$	3,440.00
			080	$	2,961.00
	3/31/2022	4011959	010	$	623.00
			080	$	10,251.70
LOZANO SMITH LLP Total				$	17,275.70
LUO, XIAO AND WU, XIWEI	3/31/2022	4011987	010	$	214.10
LUO, XIAO AND WU, XIWEI Total				$	214.10
MALONEY, BECKI	3/18/2022	4011789	010	$	135.59
MALONEY, BECKI Total				$	135.59
MANSON WESTERN CORPORATION	3/4/2022	4011543	080	$	186.00
	3/11/2022	4011596	080	$	324.85
	3/25/2022	4011857	080	$	972.00
	3/31/2022	4011972	080	$	536.62
MANSON WESTERN CORPORATION Total				$	2,019.47
MARGARET FLORES	3/11/2022	4011645	010	$	93.89
MARGARET FLORES Total				$	93.89

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
MARIA AGUILAR SANCHEZ	3/4/2022	4011465	010	$ 2,000.00
MARIA AGUILAR SANCHEZ Total				$ 2,000.00
MARIA CARMELITA PEREZ SUAREZ	3/25/2022	4011828	060	$ 42.62
MARIA CARMELITA PEREZ SUAREZ Total				$ 42.62
MARIA CARMINA OROZCO	3/4/2022	4011511	010	$ 56.16
	3/31/2022	4011988	010	$ 21.06
MARIA CARMINA OROZCO Total				$ 77.22
MARILU BELMAN	3/31/2022	4012000	010	$ 76.97
MARILU BELMAN Total				$ 76.97
MARISOL ANDRADE LEYBA	3/18/2022	4011790	010	$ 167.46
MARISOL ANDRADE LEYBA Total				$ 167.46
MARYLIN MABERRY	3/31/2022	4011989	010	$ 206.18
MARYLIN MABERRY Total				$ 206.18
MAXIM HEALTHCARE SERVICES	3/4/2022	4011539	080	$ 80,852.50
		4011544	010	$ 16,630.80
		4011567	080	$ 60,575.50
	3/31/2022	4011960	010	$ 10,174.80
MAXIM HEALTHCARE SERVICES Total				$ 168,233.60
METLIFE SMALL MARKET	3/4/2022	4011575	010	$ 2,062.74
METLIFE SMALL MARKET Total				$ 2,062.74
MICHELLE MEDINA	3/4/2022	4011512	010	$ 98.55
MICHELLE MEDINA Total				$ 98.55
MID AMERICA ADMINISTRATION	3/30/2022	4011905	010	$ 9,378.88
MID AMERICA ADMINISTRATION Total				$ 9,378.88
MINDY LOUISE HOSKINS	3/25/2022	4011829	060	$ 23.07
MINDY LOUISE HOSKINS Total				$ 23.07
MKO AUTO SERVICE INC.	3/4/2022	4011585	010	$ 2,246.63
MKO AUTO SERVICE INC. Total				$ 2,246.63
MUS VIL INC.	3/25/2022	4011858	010	$ 2,480.22
MUS VIL INC. Total				$ 2,480.22
MUSIC IN MOTION	3/4/2022	4011545	010	$ 166.82
MUSIC IN MOTION Total				$ 166.82
NAJMUN RAHMAN	3/11/2022	4011646	010	$ 159.36
NAJMUN RAHMAN Total				$ 159.36
NANCY ANN HADDOX	3/11/2022	4011698	010	$ 90.00
NANCY ANN HADDOX Total				$ 90.00
NATIONAL YOUTH LEADERSHIP	3/4/2022	4011466	060	$ 10,000.00
NATIONAL YOUTH LEADERSHIP Total				$ 10,000.00
NCS PEARSON INC.	3/11/2022	4011619	080	$ 55.00
		4011699	080	$ 56.00
	3/25/2022	4011859	080	$ 3,262.35
		4011882	080	$ 330.00
	3/31/2022	4011961	080	$ 1,055.56
NCS PEARSON INC. Total				$ 4,758.91
NEXTEL OF CALIFORNIA INC.	3/11/2022	4011608	010	$ 2,336.72
NEXTEL OF CALIFORNIA INC. Total				$ 2,336.72
NICHOLAS CALDERA	3/11/2022	4011700	010	$ 214.10

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
NICHOLAS CALDERA Total				**$ 214.10**
NICOLE MARIE ARMSTRONG	3/4/2022	4011513	010	$ 58.96
	3/25/2022	4011830	010	$ 23.99
	3/31/2022	4012001	010	$ 41.16
NICOLE MARIE ARMSTRONG Total				**$ 124.11**
NORCAL TRUCK LEASING INC	3/4/2022	4011546	010	$ 166.00
	3/11/2022	4011718	010	$ 2,515.17
	3/25/2022	4011860	010	$ 166.00
NORCAL TRUCK LEASING INC Total				**$ 2,847.17**
OCCUPATIONAL HEALTH CTR OF CA	3/4/2022	4011467	010	$ 87.00
		4011547	010	$ 225.50
	3/11/2022	4011701	010	$ 687.50
	3/18/2022	4011746	010	$ 150.50
	3/25/2022	4011861	010	$ 241.00
OCCUPATIONAL HEALTH CTR OF CA Total				**$ 1,391.50**
OFFICE DEPOT	3/4/2022	4011486	010	$ 983.65
		4011487	010	$ 1,010.03
		4011488	010	$ 1,719.86
		4011489	010	$ 1,717.05
			060	$ 493.15
		4011491	010	$ 724.72
		4011577	010	$ 405.04
		4011578	010	$ 1,126.87
		4011579	010	$ 924.26
			060	$ 249.36
		4011586	010	$ 134.10
	3/11/2022	4011671	010	$ 897.37
		4011672	010	$ 834.34
		4011673	010	$ 1,151.57
		4011674	010	$ 1,613.60
	3/25/2022	4011809	010	$ 345.05
		4011810	010	$ 831.54
		4011811	010	$ 599.22
		4011812	010	$ 597.14
		4011813	010	$ 608.84
		4011814	010	$ 927.38
		4011815	010	$ 457.66
		4011816	010	$ 778.34
			130	$ 254.20
		4011817	010	$ 741.80
		4011818	010	$ 965.48
		4011819	010	$ 400.80
	3/31/2022	4011911	010	$ 893.13
		4011912	010	$ 863.39
		4011913	010	$ 837.94
		4011914	010	$ 731.62
		4011915	010	$ 924.31

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Vendor Name	Date	Warrant #	Fund		Sum of Amount
OFFICE DEPOT	3/31/2022	4011916	010	$	662.41
			060	$	117.05
		4011917	010	$	790.16
		4011918	010	$	451.35
			060	$	68.68
		4011919	010	$	909.30
			080	$	114.83
		4011920	010	$	436.02
OFFICE DEPOT Total				$	29,292.61
OLIVER PACKAGING & EQUIPMENT	3/11/2022	4011620	130	$	2,213.86
OLIVER PACKAGING & EQUIPMENT Total				$	2,213.86
ONE STONE APPAREL INC.	3/4/2022	4011548	010	$	2,486.00
			088	$	653.36
		4011568	010	$	2,574.06
	3/18/2022	4011747	060	$	1,794.47
		4011764	060	$	287.96
ONE STONE APPAREL INC. Total				$	7,795.85
O'REILLY AUTOMOTIVE STORES INC	3/4/2022	4011483	010	$	2,814.52
	3/11/2022	4011719	010	$	1,262.86
O'REILLY AUTOMOTIVE STORES INC Total				$	4,077.38
OTC DIRECT INC	3/4/2022	4011549	010	$	106.96
	3/11/2022	4011681	010	$	133.75
	3/18/2022	4011765	010	$	1,551.31
	3/25/2022	4011862	010	$	103.85
		4011883	010	$	137.25
	3/31/2022	4011973	010	$	249.99
OTC DIRECT INC Total				$	2,283.11
P & R PAPER SUPPLY COMPANY	3/18/2022	4011807	130	$	19,804.31
P & R PAPER SUPPLY COMPANY Total				$	19,804.31
PACIFIC EDUCATORS INC.	3/30/2022	4011906	010	$	55.38
PACIFIC EDUCATORS INC. Total				$	55.38
PAM L. ABERG	3/31/2022	4011974	210	$	1,092.50
PAM L. ABERG Total				$	1,092.50
PARTRIDGE CONSULTING INC.	3/4/2022	4011550	080	$	5,500.00
PARTRIDGE CONSULTING INC. Total				$	5,500.00
PATRICIA M TOVAR	3/4/2022	4011514	010	$	28.55
PATRICIA M TOVAR Total				$	28.55
PATRICIA RODRIGUEZ	3/31/2022	4012002	060	$	56.45
PATRICIA RODRIGUEZ Total				$	56.45
PEI-NEI LEE	3/18/2022	4011791	010	$	161.79
PEI-NEI LEE Total				$	161.79
PERSEUS ASSOCIATES	3/4/2022	4011468	010	$	525.00
PERSEUS ASSOCIATES Total				$	525.00
PERVINDER KAUR	3/18/2022	4011792	010	$	65.23
PERVINDER KAUR Total				$	65.23
PG&E	3/4/2022	4011551	010	$	50.83
	3/11/2022	4011603	010	$	195,891.93

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
PG&E	3/31/2022	4011962	010	$ 53.04
PG&E Total				$ 195,995.80
PHUONG DO	3/4/2022	4011500	010	$ 214.10
PHUONG DO Total				$ 214.10
POWELL, MATTHEW	3/11/2022	4011647	010	$ 15.80
POWELL, MATTHEW Total				$ 15.80
PRABHJOT SINGH	3/4/2022	4011515	010	$ 164.00
PRABHJOT SINGH Total				$ 164.00
PRECISION EMPRISE LLC	3/4/2022	4011484	050	$ 13,307.80
PRECISION EMPRISE LLC Total				$ 13,307.80
PRE-PAID LEGAL SERVICES INC.	3/30/2022	4011907	010	$ 299.74
PRE-PAID LEGAL SERVICES INC. Total				$ 299.74
PRESENTATION PRODUCTS INC.	3/25/2022	4011884	010	$ 2,315.56
PRESENTATION PRODUCTS INC. Total				$ 2,315.56
PSYCHED SERVICES	3/11/2022	4011621	080	$ 7,000.00
PSYCHED SERVICES Total				$ 7,000.00
QI QIU	3/25/2022	4011831	060	$ 299.68
QI QIU Total				$ 299.68
QUADIENT, INC.	3/4/2022	4011552	010	$ 417.60
QUADIENT, INC. Total				$ 417.60
QUI NHON THI PHAM	3/31/2022	4012003	010	$ 33.45
QUI NHON THI PHAM Total				$ 33.45
R & R REFRIGERATION & AIR	3/11/2022	4011702	130	$ 289.72
	3/31/2022	4011939	140	$ 17,861.20
		4011975	130	$ 1,361.28
R & R REFRIGERATION & AIR Total				$ 19,512.20
RAMACHANDRAN UJALA	3/4/2022	4011516	010	$ 68.47
RAMACHANDRAN UJALA Total				$ 68.47
RANDAL VERNON BARBER	3/4/2022	4011517	080	$ 17.55
RANDAL VERNON BARBER Total				$ 17.55
RANDALL E. KLEIN	3/11/2022	4011622	010	$ 418.00
RANDALL E. KLEIN Total				$ 418.00
REACH COMPANIES LLC	3/11/2022	4011662	060	$ 6,930.00
REACH COMPANIES LLC Total				$ 6,930.00
RECOLOGY SOUTH BAY	3/11/2022	4011604	010	$ 18,122.05
	3/18/2022	4011748	010	$ 1,339.64
RECOLOGY SOUTH BAY Total				$ 19,461.69
REHON & ROBERTS APC	3/4/2022	4011589	010	$ 12,518.00
			210	$ 26,360.50
REHON & ROBERTS APC Total				$ 38,878.50
RESOURCE AREA FOR TEACHERS	3/18/2022	4011793	010	$ 950.00
RESOURCE AREA FOR TEACHERS Total				$ 950.00
RICK DELONG	3/4/2022	4011553	010	$ 3,475.00
	3/11/2022	4011663	010	$ 1,980.00
	3/18/2022	4011749	140	$ 46,035.00
	3/31/2022	4011940	010	$ 4,935.00
RICK DELONG Total				$ 56,425.00

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Vendor Name	Date	Warrant #	Fund		Sum of Amount
RIVAS, KAREEN	3/25/2022	4011832	060	$	251.00
RIVAS, KAREEN Total				**$**	**251.00**
RMC A RAY MORGAN COMPANY	3/11/2022	4011623	010	$	136.21
			060	$	56.36
	3/18/2022	4011766	010	$	352.90
			050	$	408.62
	3/25/2022	4011863	060	$	8,614.81
RMC A RAY MORGAN COMPANY Total				**$**	**9,568.90**
RO HEALTH INC.	3/4/2022	4011554	010	$	16,279.80
	3/11/2022	4011703	010	$	6,828.60
RO HEALTH INC. Total				**$**	**23,108.40**
ROBERT BAKER	3/4/2022	4011501	010	$	214.10
ROBERT BAKER Total				**$**	**214.10**
ROBERTO HIGAREDA	3/31/2022	4011990	010	$	214.10
ROBERTO HIGAREDA Total				**$**	**214.10**
ROCKETSHIP FUERZA	3/11/2022	4011597	010	$	93,602.00
ROCKETSHIP FUERZA Total				**$**	**93,602.00**
ROCKETSHIP SI SE PUEDE	3/11/2022	4011598	010	$	24,287.00
ROCKETSHIP SI SE PUEDE Total				**$**	**24,287.00**
ROLLINS INC.	3/11/2022	4011704	050	$	954.52
ROLLINS INC. Total				**$**	**954.52**
ROMA MACASAET	3/18/2022	4011731	010	$	95.66
ROMA MACASAET Total				**$**	**95.66**
RUSSELL LEE	3/25/2022	4011885	060	$	194.03
RUSSELL LEE Total				**$**	**194.03**
RYAN BUNDALIAN CACHOLA	3/4/2022	4011518	080	$	232.77
RYAN BUNDALIAN CACHOLA Total				**$**	**232.77**
SABINA MURESAN	3/4/2022	4011519	010	$	57.92
	3/31/2022	4011991	010	$	61.43
SABINA MURESAN Total				**$**	**119.35**
SABRE BACKFLOW INC	3/18/2022	4011750	050	$	1,519.12
SABRE BACKFLOW INC Total				**$**	**1,519.12**
SAN JOSE BOILER WORKS	3/11/2022	4011664	050	$	778.45
SAN JOSE BOILER WORKS Total				**$**	**778.45**
SAN JOSE WATER COMPANY	3/11/2022	4011605	010	$	27,610.80
SAN JOSE WATER COMPANY Total				**$**	**27,610.80**
SANDRA DIANE KUNZE	3/4/2022	4011520	010	$	30.32
SANDRA DIANE KUNZE Total				**$**	**30.32**
SANDRA F FAUSTINA GARCIA	3/25/2022	4011833	010	$	94.35
SANDRA F FAUSTINA GARCIA Total				**$**	**94.35**
SANTA CLARA COUNTY OF EDU	3/11/2022	4011624	010	$	2,154.54
SANTA CLARA COUNTY OF EDU Total				**$**	**2,154.54**
SANTA CLARA COUNTY OFFICE OF	3/4/2022	4011555	010	$	4,240.00
	3/11/2022	4011625	010	$	24,990.00
SANTA CLARA COUNTY OFFICE OF Total				**$**	**29,230.00**
SANTARINA, TRAVIS	3/11/2022	4011682	080	$	40.89
SANTARINA, TRAVIS Total				**$**	**40.89**

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
SARAH M KRETOVICS	3/11/2022	4011683	010	$ 303.82
SARAH M KRETOVICS Total				$ 303.82
SAVE MART SUPERMARKETS	3/25/2022	4011864	080	$ 208.39
	3/31/2022	4011963	080	$ 106.98
SAVE MART SUPERMARKETS Total				$ 315.37
SCHOLASTIC	3/18/2022	4011767	060	$ 503.97
SCHOLASTIC Total				$ 503.97
SCHOLASTIC INC.	3/11/2022	4011626	060	$ 51.71
		4011684	010	$ 269.06
SCHOLASTIC INC. Total				$ 320.77
SCHOOL DATEBOOKS	3/18/2022	4011768	060	$ 2,228.14
SCHOOL DATEBOOKS Total				$ 2,228.14
SCHOOL HEALTH CORPORATION	3/4/2022	4011556	010	$ 218.73
SCHOOL HEALTH CORPORATION Total				$ 218.73
SCHOOL NURSE SUPPLY INC.	3/25/2022	4011865	010	$ 960.08
	3/31/2022	4011976	010	$ 172.34
SCHOOL NURSE SUPPLY INC. Total				$ 1,132.42
SCHOOL SERVICES OF CALIFORNIA	3/11/2022	4011705	010	$ 340.00
SCHOOL SERVICES OF CALIFORNIA Total				$ 340.00
SCHOOL SPECIALTY LLC	3/4/2022	4011587	060	$ 195.70
	3/18/2022	4011751	060	$ 38,601.94
		4011805	060	$ 2,895.45
	3/31/2022	4011977	060	$ 28,526.46
SCHOOL SPECIALTY LLC Total				$ 70,219.55
SECOND START LEARNING	3/11/2022	4011706	080	$ 4,815.66
SECOND START LEARNING Total				$ 4,815.66
SECURITY CONTRACTOR SERVICES	3/11/2022	4011665	050	$ 426.23
SECURITY CONTRACTOR SERVICES Total				$ 426.23
SEENA DEVASIA	3/31/2022	4012004	010	$ 135.60
SEENA DEVASIA Total				$ 135.60
SELF INSURED SCHOOLS OF	3/4/2022	4011571	670	$ 820,081.00
SELF INSURED SCHOOLS OF Total				$ 820,081.00
SERVICE STATION SYSTEMS	3/4/2022	4011588	050	$ 2,285.00
	3/25/2022	4011866	050	$ 275.00
SERVICE STATION SYSTEMS Total				$ 2,560.00
SFCC INTERMEDIATEHOLDINGS INC	3/11/2022	4011707	010	$ 104.19
	3/18/2022	4011769	010	$ 134.33
SFCC INTERMEDIATEHOLDINGS INC Total				$ 238.52
SHAHNAWAZ WASI SAIGAL	3/4/2022	4011502	010	$ 214.10
SHAHNAWAZ WASI SAIGAL Total				$ 214.10
SHARP ELECTRONICS CORPORATION	3/11/2022	4011599	060	$ 510.28
SHARP ELECTRONICS CORPORATION Total				$ 510.28
SHAYLYN NORENE ORDAZ	3/31/2022	4011992	010	$ 14.63
SHAYLYN NORENE ORDAZ Total				$ 14.63
SHEDRA LYNN WHITE	3/25/2022	4011834	010	$ 84.02
SHEDRA LYNN WHITE Total				$ 84.02
SIDDIQI, SABA	3/25/2022	4011835	010	$ 45.92

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
SIDDIQI, SABA Total				$ 45.92
SILICON VALLEY SECURITY &	3/11/2022	4011666	010	$ 8,282.56
	3/31/2022	4011941	010	$ 7,272.32
SILICON VALLEY SECURITY & Total				$ 15,554.88
SOFTCHOICE CORPORATION	3/4/2022	4011469	010	$ 43,824.02
SOFTCHOICE CORPORATION Total				$ 43,824.02
SPECTRUM CENTER INC	3/18/2022	4011752	080	$ 4,098.90
SPECTRUM CENTER INC Total				$ 4,098.90
SPEECH CORNER LLC	3/4/2022	4011470	010	$ 174.93
SPEECH CORNER LLC Total				$ 174.93
SPURR	3/18/2022	4011753	010	$ 22,554.94
SPURR Total				$ 22,554.94
STANDARD INSURANCE CO.	3/30/2022	4011908	010	$ 16,498.75
STANDARD INSURANCE CO. Total				$ 16,498.75
STARFALL EDUCATION FOUNDATION	3/4/2022	4011471	060	$ 270.00
		4011557	010	$ 270.00
	3/18/2022	4011770	010	$ 267.00
	3/25/2022	4011890	010	$ 70.00
	3/31/2022	4011978	010	$ 426.80
STARFALL EDUCATION FOUNDATION Total				$ 1,303.80
STATE OF CALIFORNIA	3/11/2022	4011708	010	$ 802.00
STATE OF CALIFORNIA Total				$ 802.00
STEVEN WAYNE DOTY	3/4/2022	4011558	050	$ 109.38
	3/11/2022	4011709	050	$ 16,973.44
	3/18/2022	4011754	050	$ 70.00
STEVEN WAYNE DOTY Total				$ 17,152.82
STLR CORPORATION	3/18/2022	4011771	010	$ 700.00
STLR CORPORATION Total				$ 700.00
SUGIMURA FINNEY ARCHITECTS	3/11/2022	4011667	060	$ 217.50
SUGIMURA FINNEY ARCHITECTS Total				$ 217.50
SUMDOG INC.	3/25/2022	4011891	060	$ 195.00
SUMDOG INC. Total				$ 195.00
SUNBELT RENTALS INC.	3/11/2022	4011668	050	$ 2,905.20
	3/31/2022	4011942	050	$ 2,572.23
SUNBELT RENTALS INC. Total				$ 5,477.43
SUNBELT STAFFING LLC	3/4/2022	4011472	080	$ 33,249.51
	3/11/2022	4011627	080	$ 41,286.86
SUNBELT STAFFING LLC Total				$ 74,536.37
SUPER AUTO CARE SERVICES LLC	3/25/2022	4011867	050	$ 59.95
	3/31/2022	4011979	050	$ 59.95
SUPER AUTO CARE SERVICES LLC Total				$ 119.90
SUPER DUPER INC	3/25/2022	4011868	060	$ 5,936.33
SUPER DUPER INC Total				$ 5,936.33
SUSAN M HAMADA	3/4/2022	4011473	060	$ 427.08
SUSAN M HAMADA Total				$ 427.08
SWEETWATER SOUND INC	3/4/2022	4011559	010	$ 1,288.82
SWEETWATER SOUND INC Total				$ 1,288.82

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Vendor Name	Date	Warrant #	Fund		Sum of Amount
SWING EDUCATION INC.	3/18/2022	4011772	010	$	10,440.40
SWING EDUCATION INC. Total				$	10,440.40
TALTON, VERONICA	3/11/2022	4011648	010	$	18.26
TALTON, VERONICA Total				$	18.26
TAM CONG LE	3/31/2022	4012005	010	$	198.57
TAM CONG LE Total				$	198.57
TARGET SPECIALTY PRODUCTS	3/4/2022	4011474	050	$	1,776.56
	3/18/2022	4011755	050	$	1,431.61
TARGET SPECIALTY PRODUCTS Total				$	3,208.17
TAYMARK	3/25/2022	4011869	010	$	79.77
TAYMARK Total				$	79.77
TEAMSTERS LOCAL #150	3/30/2022	4011909	010	$	9,917.00
TEAMSTERS LOCAL #150 Total				$	9,917.00
TEAMSTERS MANAGED TRUST FUNDS	3/4/2022	4011572	670	$	222,497.00
TEAMSTERS MANAGED TRUST FUNDS Total				$	222,497.00
TEODOLINDA FARIAS MENDOZA	3/31/2022	4012006	010	$	102.67
TEODOLINDA FARIAS MENDOZA Total				$	102.67
TERESA AMADOR	3/4/2022	4011475	130	$	16.96
TERESA AMADOR Total				$	16.96
TEXAS LIFE INSURANCE	3/30/2022	4011910	010	$	6,689.26
TEXAS LIFE INSURANCE Total				$	6,689.26
THE DISCOVERY SOURCE	3/31/2022	4011980	120	$	2,412.50
THE DISCOVERY SOURCE Total				$	2,412.50
THE GOODYEAR TIRE & RUBBER	3/11/2022	4011720	010	$	2,612.11
	3/25/2022	4011870	010	$	2,380.28
THE GOODYEAR TIRE & RUBBER Total				$	4,992.39
THE JUICE PLUS+ COMPANY LLC	3/11/2022	4011628	010	$	126.82
THE JUICE PLUS+ COMPANY LLC Total				$	126.82
THE PROPHET CORPORATION	3/4/2022	4011560	010	$	58.55
	3/18/2022	4011773	010	$	351.25
	3/25/2022	4011871	010	$	2,068.61
THE PROPHET CORPORATION Total				$	2,478.41
THERESA S RENTERIA	3/25/2022	4011836	010	$	166.99
THERESA S RENTERIA Total				$	166.99
THINK TOGETHER	3/11/2022	4011710	120	$	43,911.60
	3/25/2022	4011872	010	$	24,375.00
			060	$	63,375.00
THINK TOGETHER Total				$	131,661.60
THOMAS, DEEPA	3/25/2022	4011837	060	$	279.27
THOMAS, DEEPA Total				$	279.27
THOMSON REUTERS - WEST	3/11/2022	4011711	010	$	231.88
THOMSON REUTERS - WEST Total				$	231.88
THUAN DINH	3/4/2022	4011503	010	$	624.46
THUAN DINH Total				$	624.46
TIME LLC	3/4/2022	4011561	010	$	143.00
TIME LLC Total				$	143.00
U.S. BANK	3/18/2022	4011808	010	$	9,473.23

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
U.S. BANK Total				$ 9,473.23
UNITED PARCEL SERVICE	3/18/2022	4011756	010	$ 144.00
UNITED PARCEL SERVICE Total				$ 144.00
UNITED REFRIGERATION INC.	3/31/2022	4011943	050	$ 310.84
UNITED REFRIGERATION INC. Total				$ 310.84
UNITEDHEALTHCARE INSURANCE	3/25/2022	4011896	670	$ 18,545.59
UNITEDHEALTHCARE INSURANCE Total				$ 18,545.59
VALLEY TRANSPORTATION AUTH.	3/11/2022	4011606	060	$ 4,044.00
VALLEY TRANSPORTATION AUTH. Total				$ 4,044.00
VISION SERVICE PLAN	3/4/2022	4011576	670	$ 11,687.85
	3/25/2022	4011895	670	$ 11,698.83
VISION SERVICE PLAN Total				$ 23,386.68
VISTA CENTER FOR THE BLIND &	3/18/2022	4011757	080	$ 475.00
VISTA CENTER FOR THE BLIND & Total				$ 475.00
VIVIANA C OLDHAM	3/31/2022	4012007	010	$ 351.94
VIVIANA C OLDHAM Total				$ 351.94
VIVIANNE NGUYEN	3/11/2022	4011649	010	$ 140.25
VIVIANNE NGUYEN Total				$ 140.25
VOYAGER SOPRIS LEARNING INC.	3/25/2022	4011873	080	$ 16,920.27
VOYAGER SOPRIS LEARNING INC. Total				$ 16,920.27
W.W. GRAINGER INC.	3/4/2022	4011476	050	$ 435.43
	3/11/2022	4011669	050	$ 1,307.97
		4011721	050	$ 4,878.83
	3/31/2022	4011944	050	$ 61.31
W.W. GRAINGER INC. Total				$ 6,683.54
WARDS AUTO SUPPLY, INC	3/11/2022	4011722	010	$ 951.80
WARDS AUTO SUPPLY, INC Total				$ 951.80
WATER QUALITY PLUMBING INC	3/11/2022	4011670	050	$ 280.00
WATER QUALITY PLUMBING INC Total				$ 280.00
WAY OF THE WORLD INC.	3/25/2022	4011886	088	$ 2,784.66
WAY OF THE WORLD INC. Total				$ 2,784.66
WESTERN SITE SERVICES LLC	3/18/2022	4011774	050	$ 3,380.97
WESTERN SITE SERVICES LLC Total				$ 3,380.97
WeVideo INC	3/4/2022	4011478	060	$ 307.40
WeVideo INC Total				$ 307.40
WEX Health Inc	3/11/2022	4011629	670	$ 60.00
WEX Health Inc Total				$ 60.00
WOODWIND & BRASSWIND INC.	3/4/2022	4011477	010	$ 191.41
	3/11/2022	4011712	010	$ 568.75
	3/25/2022	4011887	010	$ 759.61
	3/31/2022	4011981	010	$ 39.38
WOODWIND & BRASSWIND INC. Total				$ 1,559.15
WU, FELIX SUN-TSYR AND	3/31/2022	4011993	010	$ 214.10
WU, FELIX SUN-TSYR AND Total				$ 214.10
YENY ROSALES	3/25/2022	4011838	010	$ 500.00
YENY ROSALES Total				$ 500.00
YKHUN WONG	3/4/2022	4011569	010	$ 214.10

AP Check Register - Pivot Table Summary by Vendor
March 2022

Vendor Name	Date	Warrant #	Fund	Sum of Amount
YKHUN WONG Total				$ 214.10
YMCA OF SILICON VALLEY	3/25/2022	4011874	010	$ 49,866.22
			060	$ 34,373.96
YMCA OF SILICON VALLEY Total				$ 84,240.18
ZUM SERVICES INC	3/4/2022	4011485	010	$ 11,148.75
ZUM SERVICES INC Total				$ 11,148.75
Grand Total				$ 4,604,659.04

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT 12.06

2930 Gay Avenue
San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Subject : **CONTRACTS FOR PROFESSIONAL SERVICES – FIRMS/ORGANIZATIONS**

Staff Analysis:
The following contracts for professional services are being presented to the Board of Trustees for review and approval.

Recommendation:
Staff recommends approval of the following contracts for professional services on the attached sheet(s). Contract details are on file in the Purchasing Office.

Prepared by: Maria J. Martinez M.M. Title: Procurement Manager

Approved by: Kolvira Chheng K Title: Assistant Superintendent of Business Services

To the Board of Trustees:

Recommend Approval

12.06

Agenda Placement

Meeting: April 14, 2022

Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
April 14, 2022 Board Meeting

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

DEPARTMENT	DATE OF SERVICE	CONSULTANT NAME	COST	PURPOSE
Academic Services Jackie Montejano	07/01/22- 06/30/24	The Tech Museum of Innovation	No Cost	Multi-year service contract: The Tech Academies of Innovation is a partnership with schools and expanded learning programs in underserved communities to build model engineering programs and a network of engineering education leaders to support the teaching of engineering districtwide. Funding: N/A
Early Learning Dr. Dianna Ballesteros	04/16/22- 06/30/23	Kristi Yamaguchi's Always Dream	$22,000.00	Multi-year service contract: The Kristi Yamaguchi's Always Dream program ensures children from low-income families have access to high quality books in the home & extensive family engagement support. The 2022 program launch will consist of: Dorsa Elementary (2) Kinder, (1) Transitional Kinder; LUCHA (2) Kinder, (1) Transitional Kinder and Linda Vista (3) Kinder, (2) Transitional Kinder classrooms. Funding: Restricted
Early Learning Dr. Dianna Ballesteros	06/01/22- 08/01/22	Somos Mayfair	No Cost	Implementation and design of a Bridge to Kinder (B2K) in-person program in the summer of 2022 at San Antonio and Russo/McEntee. This is a free 5-week half-day summer program designed for children and families entering T4, TK and first grade in the 2022/2023 SY. This program will prepare 80 students for a successful start to the kindergarten year. Funding: N/A

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Human Resources Tereasa Smith	07/01/21- 06/30/22	Jesse M. Serna	$25,000.00	Contract Extension: CO 226006, Board approved June 10th, 2021. Original contract amount: $70,000.00 New contract amount: $95,000.00 Additional monies needed to complete the 2021/2022 SY. Funding: General
Maintenance Ed Villarreal	07/01/21- 06/30/22	Bay Alarm Company	$71,350.00	Provide security monitoring services for all District sites, and District office. Funding: General
Maintenance Ed Villarreal	04/15/22- 06/30/22	Selway Construction, Inc.	$7,539.00 NTE	Provide emergency plumbing repair at Cassel Elementary School, Electrical room building D. Funding: Restricted
Maintenance Ed Villarreal	04/15/22- 06/30/22	Selway Construction, Inc.	$13,784.00 NTE	Re-pipe three compartment sink drain to connect through the wall, and trench to the sewer main line at Adelante II Academy Kitchen to remediate the poor drainage in the kitchen. Funding: Restricted
Maintenance Ed Villarreal	04/15/22- 06/30/22	Selway Construction, Inc.	$14,985.00 NTE	Demo partitions in unused restroom in the E-wing and construct a functioning laundry room at Joseph George MS. Plumbing will be redone, wall cracks and plumbing caps covered, along with painting of new laundry room. Funding: Restricted

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Special Education Anthony Colonna	07/01/22- 07/31/23	Partridge Consulting, Inc.	$66,000.00	Provide ongoing training, direct services, parent support, assessments, data analysis and program support to Alum Rock students diagnosed with autism. These services are provided districtwide and will include the Summer Program for the 2021/2022 and 2022/2023 SY. Funding: Restricted
Special Education Anthony Colonna	07/01/22- 07/31/23	Vista Center for the Blind and Visually Impaired	$10,000.00	Multi-year service contract: Orientation and Mobility training will be provided to students who have a visual impairment which limits or causes a safety issue when traveling in familiar or unfamiliar environments. This service is required as per students' IEP for the two students enrolled in Alum Rock with visual impairment. Service will be provided during the 2022/2023 SY and include Extended School Year (ESY) for both the 2021/2022 and 2022/2023 SY. Funding: Restricted
State and Federal Sandra Garcia	06/13/22- 07/28/22	Jose Valdes Math Foundation	$85,500.00	Provide a summer enrichment and remedial math program to students in 4th-7th grades, from June 13, 2022 to July 28, 2022 at District provided campus or virtual sessions as needed. Funding: Restricted
State and Federal Sandra Garcia	06/21/22- 07/02/22	Little Heroes	$77,000.00	Provide summer camp at 6 schools: Chavez, Adelante, Dorsa, Russo, Renaissance, and Sheppard, serving a total of 280 students where they will learn about renaissance arts, sciences, and outdoor fun. Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

State and Federal Sandra Garcia	06/21/22- 07/22/22	Tutorworks Academic Services	$54,737.00 NTE	Provide a summer enrichment program for students in 4th-8th grades by building tangible STEAM skills in a motivational learning environment. Tutorworks will serve 45 students for 57 hours of service from all schools in ARUSD. Funding: General
Student Services Norma Flores	03/21/22- 06/30/23	Dora Dome Law Offices	$3,000.00	Multi-year service contract: For school and District office administration/staff to attend various educational law professional development sessions such as bullying prevention and disciplinary like expulsion/suspension. Funding: General
Technology Brett Littrell	04/15/22- 06/30/22	Fortune Cabling Services	$26,045.20	Install security cameras at 22 school sites including the District office. Funding: General

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: **BUSINESS OFFICE** Contract No.: _____ Vendor No.: _____

Academic Services (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☑ **MOU** (negotiated Agreement) ☐ **MASTER CONTRACT PARTICIPATION**

☐ Exhibit B & C (Fingerprinting and TB Test) ☐ Scope of Work/Proposal

Note: All Contracts over $5,000 require pre-approval.

** Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.*

Name of Individual/Company: The Tech Museum of Innovation

Address: 201 S. Market St. City: San Jose State: CA Zip: 95127

Phone: (408) 795-6134 Email: ta@thetech.org

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates July 1, 2022 end date June 30, 2024

CONTRACTOR'S OBLIGATION:
Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

The Tech Academies of Innovation is a partnership with schools and expanded learning programs in underserved communities to build model engineering programs and a network of engineering education leaders to support the teaching of engineering district-wide.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

____ a. **Fee Rate:** $_____ per _____ Not to Exceed _____ of services.

X b. **Other:** $Zero Cost to the District.

Describe other related costs: _____

BUDGET CODE: 010-0000-0-5815-00-1110-1000- _____ Accountant Initials

000000-305-7221 _____ Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: _____ Date: 3/17/2022

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____

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TECH ACADEMY PARTNERSHIP AGREEMENT

This partnership agreement ("AGREEMENT"), is entered into on July 1st, 2022, by and between The Tech Interactive ("THE TECH") at 201 South Market Street, San Jose, CA 95113 and Alum Rock Union School District ("PARTNER"), and collectively known as the "Parties" to advance the goals and objectives of The Tech Academies Fellowship ("TECH ACADEMIES") program.

1) PURPOSE

The purpose of TECH ACADEMIES is to empower educators in partner districts and expanded learning community-based organizations (CBOs) to develop leadership skills and cross-curricular expertise in engineering instruction and create a growing network of STEM leaders supporting excellence. With an emphasis on underserved communities, THE TECH partners with school districts and expanded learning (after school) programs to empower educators to become leaders in cross-curricular engineering instruction and, through the PATHWAYS program, guides community stakeholders in our partner districts to develop a shared STEM education vision and plan for systemic implementation K-12.

2) TERM

The term of this AGREEMENT is the period within which the project responsibilities of this agreement shall be performed. The term commences July 1st, 2022 and terminates June 30th, 2024 and may be extended upon written mutual agreement of both Parties.

The intent of this AGREEMENT is to continue a long-term partnership. Additional agreements will be formed in subsequent years outlining specifics pertaining to each new cohort so long as the partnership continues to be aligned with both parties' goals and capacity to fulfill partnership commitments.

3) OBJECTIVES

It is the desire and wish of the aforementioned Parties to this AGREEMENT that Parties to work together in such a manner that would promote a genuine atmosphere of collaboration and alliance in the support of an effect and efficient partnership.

The Parties shall endeavor to work together to develop and establish policies and procedures that will promote and sustain a market for description of services here, and intend to maintain a product and/or services that meets or exceeds all business and industry standards.

4) FUND AVAILABILITY

Funding of this work is contingent upon appropriation and availability of program funds, assuming deliverables are met and funding is released.

5) PROJECT SUPERVISION

The representative and individual overseeing The Tech Academies program implementation for The Tech will be Christina O'Guinn, Sr. Director of Educational Partnerships. The representative for PARTNER to oversee execution and completion of scope of work for this AGREEMENT will be Jackie Montejano, Academic Services Administrator Educational Technology Lead

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6) SERVICES COOPERATION

The Parties to this AGREEMENT shall work together in a cooperative and coordinated effort, and in such a manner and fashion to bring about the achievement and fulfillment of the goals and objectives of this partnership.

The goals will be accomplished by undertaking the activities specified in Exhibits D and E in accordance with the timelines specified in Exhibit A.

7) AMENDMENT OR CANCELLATION OF THIS AGREEMENT

This AGREEMENT may be amended or modified at any time in writing by mutual consent of both Parties.

In addition, the AGREEMENT may be cancelled by either Party with 30 days advance written notice, with the exception where cause for cancellation may include, but is not limited to a material and significant breach of any of the provisions contained herein, when it may be cancelled upon delivery of written notice to the other Party.

8) FORCE MAJEURE/PANDEMIC

The performance of the Contract is subject to termination without liability upon the occurrence of any circumstances beyond the control of either party (Force Majeure Event) – such as act of God, war, government regulations, terrorism, disaster, strikes (except those involving the employees or agents of the party seeking the protection of this clause), civil disorder, governmental regulation or advisory, recognized health threats as determined by the World Health Organization, the Centers for Disease Control, or local government authority or health agencies (including but not limited to the health threats of COVID-19, H1N1, or similar infectious diseases), curtailment of transportation facilities, or another emergency beyond the parties' control, - to the extent that such circumstances make it illegal or impossible for a party to perform its obligations under the Contract or which make a party's performance commercially impracticable. Under such conditions, PARTNER agrees THE TECH may amend, reschedule or cancel any activity described in Exhibit A or Exhibit D to reasonably respond to the Force Majeure Event or either party may terminate the Contract without liability pursuance to this paragraph and such termination is conditioned upon delivery of written notice to the other party setting forth the basis for such termination as soon as reasonably practical – but in no event longer than ten (10) days – after learning of such basis for termination.

9) MARKETING OR PUBLICITY

THE TECH and PARTNER may publicize partnerships in TECH ACADEMIES and PATHWAYS in newsletters, websites, board meetings, social media, and open houses. PARTNER will obtain, on THE TECH's behalf, all appropriate video and photo releases for all students of TECH ACADEMIES' participants, as needed. Parties to this AGREEMENT shall have the right to publish the results obtained from their efforts subject to citation specified in Exhibit D-Section I.H.

Upon mutual agreement and availability, PARTNER will allow THE TECH to escort other schools/after-school providers and funders to observe engineering programming at PARTNER's campus.

10) GENERAL PROVISIONS

The Parties acknowledge and understand that they must be able to fulfill their responsibilities under this AGREEMENT in accordance with the provisions of the law and regulations that govern their activities. Nothing in the AGREEMENT is intended to negate or otherwise render ineffective any such provisions or operating procedures. The Parties assume full responsibility for their performance under the terms of this AGREEMENT.

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If at any time either party is unable to perform their duties or responsibilities under this AGREEMENT consistent with such party's statutory and regulatory mandates, the affected party shall immediately provide written notice to the other party to establish a date for resolution of the matter.

11) RELATIONSHIP OF THE PARTIES

No provision of this AGREEMENT will or shall be deemed to create an association, trust, partnership as defined by 26 CFR § 1.761-1, joint venture or other entity or similar legal relationship between the Parties, or impose a trust, partnership as defined by 26 CFR § 1.761-1 or fiduciary duty, obligation, or liability on or with respect to such entities. Neither Party will have any rights, power, or authority to act or create an obligation, express or implied, on behalf of another Party except as specified in this AGREEMENT.

12) LIMITATION OF RIGHTS

No rights or limitation of rights shall arise or be assumed between the Parties as a result of the terms of this AGREEMENT unless stipulated in this AGREEMENT.

13) INDEMNIFICATION

PARTNER agrees, to the fullest extent permitted by law, to indemnify and hold harmless THE TECH, its officers, directors, employees, stockholders, affiliates, agents and subconsultants against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent caused by PARTNER'S negligent acts in connection with the AGREEMENT and that of its subconsultants or anyone for whom PARTNER is legally liable.

The Tech agrees, to the fullest extent permitted by law, to indemnify and hold harmless PARTNER, its officers, directors, employees, stockholders, affiliates, agents and subconsultants against all damages, liabilities or costs, including reasonable attorneys' fees and defense costs, to the extent caused by THE TECH's negligent acts in connection with the Project and the acts of its contractors, subcontractors or consultants or anyone for whom THE TECH is legally liable.

14) NOTICE

Notices provided in connection with this AGREEMENT shall be addressed as follows:

a) If to THE TECH:
The Tech Interactive
201 South Market Street
San Jose, CA 95113
Attn: Christina O'Guinn, Sr. Director of Educational Partnerships
Phone: 408-795-6134
Email: coguinn@thetech.org

b) If to Alum Rock Union School District :
Alum Rock Union School District
2930 Gay Avenue, San Jose, CA 95127
Attn Jackie Montejano

Phone: 408-928-6528

Email: jackie.montejano@arusd.org

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15) GOVERNING LAW

This AGREEMENT shall be governed by and construed in accordance with the laws of the State of California.

16) SEVERABILITY CLAUSE

In the event any provision of this AGREEMENT shall be deemed to be severable or invalid, and if any term, condition, phrase or portion of this AGREEMENT shall be determined to be unlawful or otherwise unenforceable, the remainder of the AGREEMENT shall remain in full force and effect, so long as the clause severed does not affect the intent of the Parties. If a court should find that any provision of this AGREEMENT be invalid or unenforceable, but that by limiting said provision it would become valid and enforceable, then said provision shall be deemed to be written, construed and enforced as so limited.

17) ASSIGNMENT

Neither party to this AGREEMENT may assign or transfer the responsibilities or agreement made herein without the prior written consent of the non-assigning party, which approval shall not be unreasonably withheld.

18) NON-WAIVER

A failure of any Party to enforce at any time any term, provision or condition of this AGREEMENT, or to exercise any right or option herein, shall in no way operate as a waiver thereof.

19) ENTIRE UNDERSTANDING

The herein contained AGREEMENT constitutes the entire understanding of the Parties pertaining to all matters contemplated hereunder at this time. The Parties signing this AGREEMENT desire or intend that any implementing contract, license, or other agreement entered into between the Parties subsequent hereto supersede and preempt any conflicting provision of this AGREEMENT whether written or oral.

20) AUTHORIZATION AND EXECUTION

The signing of this AGREEMENT does not constitute a formal undertaking, and as such it simply intends that the signatories shall strive to reach to the best of their abilities, the goals and objectives stated in this AGREEMENT.

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IN WITNESS WHEREOF, the parties have caused this agreement to be executed in duplicate by their respective duly authorized representatives as of the day and year first written above.

The Tech Interactive

By: _____

Printed Name: Harvard Sung

Title: CFOO

Date: _____

Alum Rock Union School District

By: _____

Printed Name: Hilaria Bauer

Title: Superintendent

Date: _____

DS
DR

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EXHIBIT A
TIMELINES-DISTRICTS

Fellowship Timeline

	2023 Fellow Recruitment/ District STEM Planning (2022-2023)	**Year 1 of Fellowship** (2022-2023)	**Year 2 of Fellowship** (2023-2024)
March/ April		Baseline student surveys for incoming fellows	
July			July 17-28, 2023 Summer Institute July 27, 2023 Summer Institute Showcase
August	The Tech meets with partners on recruitment strategy	Baseline educator surveys	
September		CoP #1	Summer stipends paid CoP #1
October	Recruit educators for Fellowship program	Observations	
November	30-minute virtual recruitment check-in with The Tech. Recruit educators for Fellowship program	Observations must be completed before CoP #2	
December	Recruit educators for Fellowship program	CoP #2	CoP #2
January	Select 4 fellows and at least 1 alternate (provide names by February 1, 2022)		
February	Enroll/ announce Fellow selection		
March	Spring check-ins with superintendents Begin partnership agreements	CoP #3 Begin post student surveys Administrators meet with Tech staff and complete action plan	CoP #3 Begin post student surveys
April	Attend STEM Partner Summit/ consult on district STEM plans	Post student surveys	Post student surveys PD Observations must be completed by CoP #4
May		CoP #4 Post educator surveys	CoP #4 Post educator surveys
June	Finalize partnership agreements	Administrators verify Fellow-led PD is scheduled for upcoming school year	PD incentives paid

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EXHIBIT B
PARTICIPATING EDUCATORS - SCHOOL DISTRICT

Please list all educators who will be participating in the upcoming Fellowship program and Summer Institute. Alternates, who will be accepted as space permits, may also be listed in the appropriate table below.

#	Participant Name	School/Site	Program
1	Jonathan Tran	McCollam Elementary School	2022 Fellowship
2	Audrey Diaz	Hubbard Media Arts Academy	2022 Summer Institute (Alumni)
3	Vivian Nguyen (pending)	Sheppard Middle School	2022 Fellowship
4			

#	Alternate Name	School/Site	Program
1	Teresa Nguyen (pending)	Sheppard Middle School	2022 Fellowship
2			
3			
4			
5			
6			

Payment Information - See Exhibit D for more information on stipends.

2022 Fellowship and Summer Institute 2022 – School Districts
Stipend paid to the educator in September for Summer Institute and June for completion of professional development requirement. Alternates will receive stipends only if accepted into the Fellowship program.

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EXHIBIT C
THIRD PARTY PAYER FORM

Complete this form stipulating participants to whom The Tech will pay stipends on behalf of the PARTNER upon approval by the PARTNER. Payments will only be made to educators participating in the Tech Academies Fellowship programs. Payment will be made via electronic payments or mailed checks to the address on the payee's W-9.

Partner Information for Stipend Approval			
District Name	Alum Rock Union School District		
Address	2930 Gay Avenue, San Jose, CA 95127		
Contact Name	Kolvira Chheng	Title	Assistant Superintendent of CBO
Contact Phone	(408) 928-6847	Contact Email	kolvira.chheng@arusd.org

Payee Information*	
Check made payable to:	Jonathan Tran
School/Site	McCollam Elementary School

Payee Information*	
Check made payable to:	Audrey Diaz
School/Site	Hubbard Media Arts Academy

Payee Information*	
Check made payable to:	Vivian Nguyen (pending)
School/Site	Sheppard Middle School

Payee Information*	
Check made payable to:	
School/Site	

Payee Information*Payee Information (Alternate) *	
Check made payable to:	Teresa Nguyen (pending)
School/Site	Sheppard Middle School

Payee Information (Alternate)*	
Check made payable to:	
School/Site	

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Payee Information (Alternate)*	
Check made payable to:	
School/Site	

Payee Information (Alternate)*	
Check made payable to:	
School/Site	

Payee Information*Payee Information (Alternate) *	
Check made payable to:	
School/Site	

Payee Information*Payee Information (Alternate) *	
Check made payable to:	
School/Site	

* Payee must submit a US Tax Withholding and Reporting form W-9 to receive payments from The Tech.

Grantee Authorization			
I, as an authorized signatory for Alum Rock Union School District , authorize stipend payments to the third parties named above. I understand that Alum Rock Union School District will not be receiving the stipend payments from The Tech. I also understand that my release to a third party does not exempt my District from the stipend requirements outlined in the Agreement and Exhibits terms and conditions.			
Authorized Signature		Date	

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EXHIBIT D
FELLOWSHIP PROGRAM SERVICES COOPERATION- SCHOOL DISTRICT

Tech Academies Fellowship Program

I. The PARTNER agrees to:

A. Schedule Superintendent or Asst. Superintendent and district Fellowship representative to meet with THE TECH one to two times each year to form an annual agreement, ensure alignment of The Tech Academies program with the goals of the district, work together on identification of core systems that can be leveraged to support district-wide STEM instruction and to make adjustments to partnership specifics to best meet the needs and goals of both parties.

B. Complete third party payer form (see Exhibit C) for each educator in the current cohort.

C. Support a cohort of fellows specified in Exhibit B to fully participate in The Tech Academies Fellowship program as follows:

1. Per fellow, provide and fund 20-30 hours/year of release time or paid time after regular work hours to ensure full participation of all fellows to:
    a) Attend four (4) half-day Community of Practice ("CoP") meetings,
    CoPs are typically held in September, December, March and May at or near The Tech. Preferred attendance will be week-day mornings; however, if substitutes cannot be provided for all fellows, an alternative meeting time will be offered in the late afternoon/evening or weekend for each CoP.
    b) Participate in one (1) observation of a two-hour engineering/computer science lesson- each year. (In year 1, observe a student lesson. In year 2, be observed delivering professional development to other educators.)
    c) Participate in one (1) 3-hour programming training on a Saturday in November-January (first-year Software Engineering Fellows only).
    d) Provide two professional development sessions to non-fellow staff during 2nd year of Fellowship

2. Encourage and support full attendance of all fellows to attend the entire two-week Summer Institute program to co-develop classroom engineering lessons and tools for training non-fellow educators. THE TECH will provide stipends without deductions or withholdings to fellows on behalf of PARTNER as described in Section II.D.

3. Ensure that fellows have resources to provide classroom instruction including:
    a) Access to hands-on materials for engineering lessons,
    b) Computers,
    c) Freely available computer programming environment where students can create programs (e.g. Scratch, CS First),

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d) Time identified in their regular teaching schedule of core classes to teach at least three (3) engineering lessons each year to their students, and

e) Opportunities to deliver this instruction with another educator's core students if fellows do not work directly with students.

D. Support logistics for each second year fellow to deliver two (2) one-hour engineering professional development sessions to at least three (3) non-fellow educators during regular (contracted) work hours. Support includes:

1. Principals/fellow supervisors attend a 30-minuteplanning meeting in the spring of the first year of Fellowship. Ensure fellow-led, site-based engineering professional development is scheduled for the following school year.
2. Invitation of The Tech staff to observe each fellow delivering at least one (1) hour of professional development in their district/organization in order to be formally recognized as an Engineering Education Leader (EEL) or a Software Engineering Education Leader (SEEL).

E. Upon mutual agreement, support release time for 2nd year fellows to attend and co-present The Tech's learning model at an educator conference. The Tech will cover reasonable costs to attend including travel.

F. Provide time and means to submit pre- and post- student surveys, educator pre- and post- surveys, and educator workshop evaluations per fellow each year over two (2) years and one (1) baseline survey with a class of students in the spring before year one of Fellowship. Computers are required for completion of on-line student and educator surveys. PARTNER agrees to send home Parent Consent Form and allow at least one (1) week for parents to opt out before administering student evaluations. Parents/guardians may opt out their students from survey participation via the Parent Consent Form – Tech Academies (Exhibit E).

G. Designate one or more district-level representatives to:

1. Act as the point of contact for at least two (2) virtual meetings on recruitment and selection of participants in The Tech Academy Fellowship program and securing support from school administrators.
2. Recruit and select at least two (2) and up to eight (8) educators for fellowship to participate in the next cohort of TECH ACADEMIES;
    a) Up to two (2) to participate in the Mechanical Engineering cohort,
    b) Up to two (2) to participate in the Software Engineering cohort and
    c) Up to four (4) alternates should any participant leave before program commences. Alternates not selected for a Fellowship spot will be placed on a wait list and may still participate if a spot becomes available and the PARTNER supports release time for participation.
    d) Names and contact information of next school-year's fellows to be provided to THE TECH by February 1 and must meet the following criteria:
        (1) Classroom or expanded learning educator of core subjects (ELA, math, science, social studies, RSP) in grades K-12;
        (2) Enthusiastic and committed to the full two-year program requirements;

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NOTE: Fellows cannot be replaced after the 2-year fellowship commences in September and may be dropped from the program in any of the following circumstances:

(a) Misses any combination of two (2) CoPs or observations,

(b) Misses more than seven (7) hours of Summer Institute, or

(c) Leaves the employ of the PARTNER at any time during the two (2) year Fellowship.

e) Supported by an administrator/supervisor to provide professional development to other educators in the second year of the program

H. Include on all publications that result from work under this agreement acknowledgement that "This project was supported by a Grant awarded **to The Tech by The Davidson Family Foundation, Genentech, Hitz Foundation, IBM, The Krause Foundation, Leo M. Shortino Family Foundation, and J.A. Unruh Family Foundation.**"

I. Notify PARTNER representatives who attend onsite events at The Tech, proof of completed COVID vaccination including boosters must be provided prior to entry.

II. THE TECH agrees to:

A. Meet with the Superintendent or Asst. Superintendent of the District one to two times each year to ensure alignment of TECH ACADEMIES with the goals of the PARTNER and to make adjustments, if necessary.

B. Provide technical assistance in the form of consulting on district-wide STEM structures/plans, brokering of resources, coaching, observations and opportunities to network with other engineering, Project Based Learning, and STEAM community, higher education and industry programs in support of district-wide STEM implementation.

C. Develop content, agendas, materials procurement, logistics/communication coordination, partnerships and co-facilitate:

1. Four (4) half-day CoP meetings and one (1) observation. Content will focus on effective engineering/STEM instruction, and development of critical 21st Century Skills. The Tech staff will collaborate with 2nd year fellowship cohort to co-facilitate parts of these CoP meetings.
2. One (1) two-week Summer Institute for fellows in Year 2 of fellowship with a focus on co-developing engineering and computer science lessons. Content will focus on NGSS and CCSS-aligned, cross-curricular, engineering or computer science lesson development, engineering and computer science facilitation and leadership skills. The Tech staff will collaborate with Engineering Education Leaders, San Jose State University (SJSU) Jay Pinson STEM Education Program and STEM Professionals to co-facilitate these Summer Institutes.
3. Observations and debriefs of engineering lessons by fellows in year one of their fellowship.
4. Observations of fellows in year two of fellowship delivering professional development on engineering/computer science instruction to at least three (3) non-fellow educators.

D. Pay stipends, on behalf of the PARTNER and with PARTNER approval including verification of continued employment, to each fellow upon completion of the following:

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about your or your child's rights as a study participant or are dissatisfied at any time with any aspect of this study, you may contact (anonymously, if you wish) the Administrative Panels Office at Stanford University, Stanford, CA, 94305-5401 or by phone at 1-650-723-2480 (feel free to call collect).

If you do <u>NOT</u> give consent for your child to participate in this survey or learning game, then please fill out this form and return it to the school office.

_____ _____

Child's Name (Please print) Child's School

_____ _____

Signature(s) of Parent(s), Guardian or Conservator Date

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EXHIBIT E
PARENT CONSENT FORM- TECH ACADEMIES

Opt-Out of Evaluation & Research Form:
Students participating in the Tech Academies Evaluation

DESCRIPTION: Your student is invited to participate in a survey and computer-based learning game to better understand your student's experience with The Tech Interactive's Tech Academies program. Your student's teacher is participating in The Tech Academies program to improve STEM (Science, Technology, Engineering, and Math) instruction in schools with a focus on engineering and computer science. The goal of this evaluation project is to understand what students are learning about engineering and computer science and to see how their interest in these areas change. The learning game is also part of a Stanford research study helping Stanford to assess how students learn in programs like The Tech Academies program.

If you do not want your child to participate in this survey or learning game, you have 1 week to inform us. You may inform us by signing below and sending this form back with your child. If you decide to send the form back with your child, please have them give it to their teacher by _____.

RISKS AND BENEFITS: The risks associated with this survey and learning game are none. The benefits which may reasonably be expected to result from this survey and learning game are none. We cannot and do not guarantee or promise that your child will receive any benefits from this survey or learning game. Your decision whether or not to allow your child to participate in this survey or learning game will not affect your child's grades or participation in school.

TIME INVOLVEMENT: Your child's participation in the survey and learning game will take between 30-45 minutes in the spring.

SUBJECT'S RIGHTS: If you have read this form and have decided to allow your child to participate in this evaluation project, please understand your child's participation is voluntary and your child has the right to withdraw his/her consent or discontinue participation at any time without penalty or loss of benefits to which he/she is otherwise entitled. Your child has the right to refuse to answer particular questions. If your child decides not to participate in the evaluation project, the student retains the right to any information or data he/she has provided up until point of withdrawal. Your child's individual privacy will be maintained in all published and written data resulting from this evaluation project.

CONTACT INFORMATION:
If you have any questions or concerns about this survey then please reach out to Christina O'Guinn, Senior Director of Educational Partnerships for The Tech Interactive. You can contact her by email at coguinn@thetech.org or by phone at (408) 795-6134. If you have any questions or concerns about the learning game, please reach out to Stanford project manager Doris Chin at dbchin@stanford.edu. If you have questions

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G. Develop pre- and post- evaluation instruments, analyze data and share results with partner schools and expanded learning CBOs.

H. Provide parent opt-out form in English, Spanish and Vietnamese.

I. Provide suggested Local Control and Availability Plan (LCAP) language for the Tech Academies Fellowship.

J. Provide Tech Academies Fellowship brochure, PowerPoint presentation, website, informational webinars and other recruitment and selection supports to PARTNER representatives.

K. Notify of available corporate donations, grant-funded field trip opportunities, and additional professional development opportunities offered through THE TECH'S Bowers Institute.

Alumni Attendance at Summer Institute 2022

Should the PARTNER choose to have alumni participate in Summer Institute 2022, PARTNER will include alumni information on Exhibits B and C. PARTNER agrees to support alumni to complete requirements for full attendance at Summer Institute as described in Section I.C.2 and to deliver professional development as described in Section I.D.

The Tech agrees to support alumni participation in Summer Institute as described in Section II.C.2 and the delivery of professional development described in Section II.D.2 including disbursement of stipends and incentives as described in Section II.D and II.E respectively.

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1. Full time attendance at the entire two-week Summer Institute program and completion of a co-developed engineering or computer science lesson/tools for training other educators.
    a) Stipend not to exceed $2,000 for completing full sixty (60) hour program. An additional stipend of $100 will be paid if in-person meals are not provided during Summer Institute.
        i) Prior to disbursement, THE TECH will notify all fellows that stipend payments will not include deductions typically withheld in direct payments from PARTNER (i.e. STRS, taxes) as follows:

        "We will soon electronically deposit your stipend check for the Tech's 202_ Summer Institute, paid to you on behalf of your school district. Receipt of payment should not in any way be construed to constitute you as an agent, employee, or representative of The Tech Interactive. All payments and other considerations provided to you are made without withholdings or deductions of any kind, and you are solely responsible for fulfilling all tax and other obligations associated with this payment. Additionally, payments will not be included in your retirement benefits calculations. Please note that stipends are considered taxable income and should be declared when you file your taxes. You will receive an IRS 1099-MISC: Miscellaneous Income form at the end of the tax year for payments exceeding $600 annually."

    b) $200 will be deducted for each day that a participant misses more than an hour of Summer Institute. In the event of unforeseeable circumstances (i.e. illness, family emergency) and with pre-approval from The Tech, participants will have opportunities during the Summer Institute to make up hours missed (up to 7 hours).
    c) Except at the sole discretion of The Tech, no stipend will be paid for any fellow missing more than seven (7) hours of the Summer Institute. Partial stipends may be approved in the event of unforeseeable circumstances. No stipend will be paid to any fellow failing to continue employment with PARTNER at the start of the new school year.

2. Delivery of two (2) hours of professional development on engineering or computer science instruction to at least three (3) non-fellow educators within the school, district or expanded learning organization and completion of pre- and post- student and educator surveys.
    a) An amount not to exceed $200 will be paid to each fellow upon demonstrating completion of this requirement including submitting an agenda(s) and sign-in sheet(s). Only one stipend will be paid per Fellow.

E. As possible, provide additional non-cash incentives in value of up to $50, not to exceed $250 per site, to non-fellow educators upon completion of two (2) hours of professional development related to The Tech Academies learning model and facilitated by a current participant.

F. Pay for reasonable conference travel expenses for co-presenters of THE TECH'S learning model. Travel expenses must be pre-approved in writing by THE TECH and will be reimbursed through THE TECH'S current reimbursement procedures.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Early Learning (School/Dept.) VENDOR NO. 300425

PROGRAM MANAGER: Dr. Dianna Ballesteros

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Kristi Yamaguchi's Always Dream

   Address: 125 Railroad Ave, Ste. 203 City: Danville State: CA Zip: 94526

   Phone: (650) 644-9156 Email Address: aarika@alwaysdream.org

   SSN: _____ or Fed I.D. #: 94-3255817

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date April 16, 2022 end date June 30, 2023

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   The Kristi Yamaguchi's Always Dream program ensures children from low-income families have access to ~~high quality books and in the home environment & extensive family engagement support. The 2022 program~~ launch will consist of: Dorsa Elementary-(2) Kinder;(1) Transitional Kinder, LUCHA- (2) Kinder;(1) Transitional Kinder and Linda Vista-
   (3) Kinder; (2) Transitional Kindergarten classrooms.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $ 22,000.00 (describe rate agreement) Dorsa-$6,450, LUCHA $6,450 and Linda Vista $9,100

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
060-30	10-0-5815-00-11	10-1000-000000-	360-1190	$22,000	Title I	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

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Kristi Yamaguchi's
ALWAYS DREAM
Celebrating 25 Years

Memorandum of Understanding Between
Always Dream and
Alum Rock Union Elementary School District

The purpose of this Memorandum of Understanding ("MOU") is to define the terms of programs and services provided by Kristi Yamaguchi's Always Dream ("AD") to Alum Rock Union Elementary School District ("ARUESD") in San Jose, CA from April 16, 2022, through June 30, 2023. AD will provide their Always Reading™ program, which entails the use of technology resources, digital and traditional books, and family engagement strategies for the home environment.

I. Background

Mission: Kristi Yamaguchi's Always Dream ensures children from low-income families have access to high quality books in the home environment and extensive family engagement support.

Our ultimate impact is for children to have increased access to high quality books and shared reading practices to foster their literacy development, reading proficiency, and success in and out of school.

The goal of AD's Always Reading™ program is to increase caregiver knowledge of family reading and increase family engagement with books. We do this by providing access to quality eBooks and technology for families to read together in the home environment. The program includes providing families with education in book sharing strategies paired with training in technology for mobile devices. The program will launch in April 2022 and conclude in April 2023. ADF will implement a program evaluation process to gather data and other information during the program that will inform any adjustments that need to be made for future implementations. The 2022-2023 program launch will consist of the following classrooms from ARUESD:

A. Anthony Dorsa Elementary School - (2) two kindergarten; (1) Transitional Kindergarten
B. Learning In An Urban Community With High Achievement ("LUCHA") - (2) two kindergarten; (1) Transitional Kindergarten
C. Linda Vista Elementary School - (3) three kindergarten; (2) Transitional Kindergarten

II. Always Reading™ Program Components

A. High quality books via a digital library and hard copy books
B. Parent education and support

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III. Always Reading™ Program Outcomes

A. Increase parent knowledge of family reading
   1. Parents/caregivers have an increased understanding of the power of family reading
   2. Parents/caregivers have an increased knowledge of read aloud strategies
   3. Parents/caregivers see themselves as critical components in establishing child's reading routines

B. Increase family engagement with books
   1. Parents/caregivers find it easier to engage with their child in reading time
   2. Families spend more time reading aloud
   3. Children show greater interest in reading

IV. Responsibilities of Both Parties

A. AD agrees to provide:

1. Access to an online digital library on the digital tablet for each kindergarten student that agrees to "opt-in" to the Always Reading™ program; Access will be provided to the student until August 30, 2023;

2. High-quality, age-appropriate books in English and Spanish within the digital library platform; 6-8 hardcopy books will be gifted to each student for their home library;

3. Education/information for families on using/caring for the device, book-sharing and other early literacy strategies;

4. Provide Spanish-speaking translation for virtual Parent Kick-off Orientation and virtual Mid-Program Parent Ed Session; provide translation services for the year-end celebration if it is a virtual event;

5. Ongoing support for families through phone, email, text or in-person check-ins;

6. Teachers and Principals with student/family data around engagement in the program (e.g., # books read, minutes read, other);

7. Feedback to teachers and staff about any site-specific implementation issues that arise for a timely resolution;

8. Expense reimbursement for office supplies or food purchased for the parent/caregiver education sessions;

9. A $500 stipend to a specified program "lead" (to be identified by the school);

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(Responsibilities of Both Parties – *continued*)

B. ARUESD and participating school(s) agrees to:

1. Provide a "loaner" digital tablet with Wi-Fi capabilities for each kindergarten student that agrees to "opt-in" to the Always Reading™ program to use daily, at home, during the course of the program; Those families without Wi-Fi access at home will be provided with a district-issued hotspot to connect the tablet;

2. In the event of breakage, loss, or theft of the device, ARUESD will be responsible for providing another device to the family to use for the program;

3. Allow the selected digital library application to be available on the district-issued tablet;

4. "Back To School Night" – set aside 5-10 minutes for the Book Coach or classroom teacher to provide an overview of the Always Reading program;

5. Designate a program "lead" at the school to be the primary contact for the AD Book Coach and facilitate tasks in support of the program (as outlined in this section);

6. The identified lead and classroom teachers participate in an orientation call prior to program launch;

7. Facilitate the distribution and collection of "opt-in" paperwork from families;

8. Request parents/caregivers attend the following events:
   - Virtual Parent Kick-off Orientation (late Sept./early Oct. 2022)
   - Virtual Mid-program Parent Ed Session (late Jan./early Feb. 2023)
   - In-person (or virtual, if required) Year-end Celebration at the school (late April/early May 2023)

9. Provide space on campus for the in-person Year-end Celebration at the school (late April/early May 2023)

10. Provide Spanish-speaking translation for the in-person Year-end Celebration at the school (late April/early May 2023)

11. Provide AD Book Coach support to follow-up with Spanish-speaking families, as needed, via a parent liaison or other member of the school community;

(Responsibilities of Both Parties – *continued*)

12. Classroom teachers to support the program implementation process by:

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- Being present at each of the 3 meetings above (at their own school).
- Champion this program with parents and/or caregivers; encourage families to read at home with students using the program.
- Work with AD staff when issues arise to resolve them quickly and seamlessly.
- Be available to participate in 1-2 meetings with the AD Book Coach to provide insights and feedback during the term of this agreement.

13. Principal and other site leadership to champion the program and support teachers, as needed;

14. Assist local AD staff with onboarding of devices/materials once delivered to the school, prior to the launch training. For example, sort book bags, handouts and gifted books;

15. Support AD in our evaluation efforts by participating in, and encouraging families to participate in surveys and/or focus groups;

V. Financial Contribution

The cost of implementing the Always Reading™ program is as follows:

Anthony Dorsa Elementary School	(2) two kindergarten; (1) one Transitional Kindergarten is $25,800 (based on 40 kinder and 15 TK)
LUCHA	(2) two kindergarten; (1) one Transitional Kindergarten is $25,800 (based on 40 kinder and 15 TK)
Linda Vista Elementary School	(3) three kindergarten; (2) Transitional Kindergarten is $36,400 (based on 60 kinder and 30 TK)

ARUESD will provide direct program contributions (of 25%) funded by each school site to AD as follows:

Anthony Dorsa Elementary School	$6,450
LUCHA	$6,450
Linda Vista Elementary School	$9,100

These partner contributions will help to offset a portion of the expenses associated with the digital library and services provided as part of the program in 2022-2023. Each year, AD's sustainability relies on partners' contributions and collaboration in finding resources to support AD's work.

Payment Schedule: Payment due within 30 days of execution of this MOU.

Payable To: Always Dream; EIN: 94-3255817

Payment Address:
Attn: Lori Yamaguchi, Director of Programs
Always Dream

Doc ID: 7ab6e2b3463f067e16100a5e033bd8cf2b6f0aa8

125 Railroad Avenue, Suite 203
Danville, CA 94526

VI. Hardware & Digital Library Subscription

A. All hardware devices provided for purposes of the program are owned by ARUESD.

B. AD will provide the license for the digital library platform for each participating student.

VII. Terms of Service

A. Agreement Term

The term of this Agreement is for a period of 15 months and may be extended or modified upon written mutual agreement. Date range: April 16, 2022 through June 30, 2023.

B. General schedule of program milestones:

1. April 2022 - Always Reading Onboarding meeting for principals and teachers in preparation for fall 2022
2. End of August - Opt-In paperwork completed by families
3. Late September/Early October - Program launch
4. Mid-January – Teacher Focus Group meetings
5. Late January/Early February 2023 - Mid-program
6. Late April/early May Program concludes
7. Mid-May – Post-program survey completed by families; focus groups take place (if necessary)

C. 2023-2024 School Year – Following the fulfillment of this agreement, both parties will assess the possibility of continuing with the program. An extension would require mutual agreement between parties and a new MOU would be executed.

VIII. Data Sharing Agreement

A. During the Agreement, Parents will opt-in to the Always Reading Program and provide AD permission to access their child's reading data through the digital library application, as well as performance on reading assessments for the purpose of analyzing program effectiveness.

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B. Data Sharing of student information shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and regulations adopted pursuant to that Act; the Individuals with Disabilities Education Act as Amended (IDEA) and regulations adopted thereunder; and applicable District policies regarding the disclosure of personally identifiable information from students' education records. The U.S. Department of Education's Family Policy Compliance Office has recognized that public school districts can designate other entities, including vendors and consultants, as "school officials". The District has determined that AD personnel acting pursuant to this Agreement perform a special task for the benefit of the students and/or families of the District and may be granted access to educational records. The AD personnel acting pursuant to this Agreement are hereby designated as "school officials" for purposes of this Agreement in order to receive access to educational records of students participating in the program that is the subject of this Agreement. The AD personnel will not disclose student educational records it receives to any third party, except with the prior written consent of the District, student and/or parent, as applicable. AD agrees that it will use student educational records received under this Section solely to accomplish its obligations under this Agreement and solely in a manner and for purposes consistent with the terms and conditions of this Agreement and District policies and procedures.

IX. Termination

A. Should AD or ARUESD choose to terminate this agreement prior to the end of the project term, ARUESD shall return all devices to AD within 30 days of the termination, or expiration, of this agreement, whichever is earliest.

X. Miscellaneous Provisions

A. The provisions which are incorporated herein by reference, this Agreement is subject to cancellation if any person significantly involved in initiating, negotiating, securing, drafting or creating the Agreement is, at any time while the Agreement is in effect, an employee or agent of any other party to the Agreement in any capacity or a consultant to any other Party of the Agreement with respect to the subject matter of the Agreement.

B. The Parties shall comply with all applicable State and Federal employment laws, rules, regulations and executive orders which require that all persons shall have equal access to employment opportunities and to education opportunities regardless of race, color, religion, disability, sex, age, national origin, genetic code, veteran's status, or political affiliation during the term of this Agreement.

C. The District is not legally liable for any payment beyond the current fiscal year unless and until funds are made available through the annual budget by the District for performance of this Contract. The District will make reasonable efforts to secure such funds. Failure to provide funding for the purposes of this Agreement shall serve to terminate this Contract. District shall provide thirty (30) days' notice of the failure to fund beyond the end of the fiscal year.

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D. All student records shall be kept confidential in accordance with the Family Educational Rights and Privacy Act (FERPA) and regulations adopted pursuant to that Act; the Individuals with Disabilities Education Act as Amended (IDEA) and regulations adopted thereunder; and applicable governing board policies regarding the disclosure of personally identifiable information from students' education records.

E. By entering into the Agreement, the Parties warrant compliance with the Federal Immigration and Nationality Act (FINA), and all other Federal immigration laws and regulations. Either Party may request verification of compliance from any contractor or subcontractor performing work under this Agreement. Should either Party suspect or find that the other Party or any of its subcontractors are not in compliance, that Party may pursue any and all remedies allowed by law, including, but not limited to suspension of work, termination of the Agreement for default, and suspension and/or debarment of the contractor. Each Party shall bear the costs necessary for compliance of its own employees and subcontractors.

F. The provisions of this Agreement are severable to the extent that any provision or application held to be invalid by a court of competent jurisdiction shall not affect any other provision or application of the Agreement, which may remain in effect without the invalid provision or application.

G. This Agreement shall be governed by and construed in accordance with the laws of the State of California.

H. This Agreement may be executed in one or more counterparts, each of which shall be considered an original, and all of which taken together shall be considered one and the same instrument.

I. It is clearly understood that each Party will act in its individual capacity and not as an agent, employee, partner, joint venture, or associate of the other. An employee or agent of one Party shall not be deemed or construed to be the employee or agent of the other for any purpose whatsoever.

J. Each party (as "Indemnitor") agrees to indemnify, defend, and hold harmless the other parties (as "Indemnitees") from and against any and all claims, losses, liability, costs or expenses (including reasonable attorney fees), hereinafter collectively referred to as "claims," arising out of bodily injury of any person (including death) or property damage, but only to the extent that such claims which result in vicarious/derivative liability to the Indemnitees, are caused by the act, omission, negligence, misconduct, or other fault of the Indemnitor, its officers, officials, agents, employees, or volunteers.

K. Any modification to this Agreement must be by mutual written consent and signed by both Parties.

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L. Neither Party to this Agreement shall be deemed to be in violation of this Agreement if it is prevented from performing any of its obligations hereunder for any reason beyond its control, including without limitation, global or national pandemics (unless declared an essential worker/service provider by the State or Federal government and thus required to complete its duties under this Agreement); acts of God or of the public enemy not contemplated by this Agreement; strikes of such magnitude and/or duration as to make the completion of the terms of the Agreement moot; or statutory regulation or rule of any federal, state, or local government, or any agency thereof that declare the subject of this Agreement against public policy or render it fiscally untenable to continue.

M. All notices or communications about this Agreement shall be in writing and sent to the following:

Dr. Hilaria Bauer
Superintendent
Alum Rock Union Elementary School District
2930 Gay Ave
San Jose, CA 95127

Aarika Riddle
Executive Director
Always Dream
125 Railroad Avenue, Suite 203
Danville, CA 94526

Signatures:

	Aarika Riddle 03 / 22 / 2022
Dr. Hilaria Bauer Date Superintendent Alum Rock Union Elementary School District	Aarika Riddle Date Executive Director Always Dream

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ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Early Learning (School/Dept.) VENDOR NO. 18629

PROGRAM MANAGER: Dr. Dianna Ballesteros

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: SOMOS MAYFAIR

   Address: 370-B S. King Road City: San Jose State: CA Zip: 95116

   Phone: (408) 593-5989 Email Address: sramos@somosmayfair.org

   SSN: _____ or Fed I.D. #: 77-0499813

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date June 1, 2022 end date August 1, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   This MOU specifically relates to the implementation and design of a Bridge to Kinder (B2K) in-person program in the summer of 2022 at San Antonio and Russo. This is a free 5-week half-day summer program designed for children and families entering T4,TK, Kinder and First grade in the 2022/23 school year. This program will prepare 80 students for a successful start to the kindergarten year.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $0.00 (describe rate agreement) zero cost to ARUESD.

   SOMOS Mayfair to cover program cost.

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
060-	3218-0-5815-	1110-1000-010151	-065-7390	$0.00	ELOG	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

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Memorandum of Understanding (MOU) Between ARUESD and SOMOS Mayfair

This Memorandum of Understanding (MOU) is entered by and between Alum Rock Union Elementary School District (ARUESD) and SOMOS Mayfair (SOMOS).

Introduction

The purpose of this MOU is to establish agreement regarding our collaboration on the implementation of Summer Bridge to Kindergarten (B2K) Programs within ARUESD in summer of 2022.

This MOU would specifically relate to implementation and design of a B2K Program in the Summer of 2022 at **San Antonio and Russo.**

The partnership recognizes the crucial importance of early learning to prepare students, engage families, and build teacher/family/student relationships focusing on the success of our community's students. Kindergarten readiness is a predictor of 3rd grade proficiency and later academic performance and life opportunities. Early learning success is crucial with the supports of family and community engagement in a holistic approach.

The B2K Program is to be a free 5-week, half-day summer program designed especially for parents and students who will be entering T4/TK, kindergarten and First grade in the 2022/2023 school year. B2K program will prepare up to **80 children** for a successful start to the kindergarten year by teaching important skills needed to transition to school and beyond. A key component is parent workshops to build engagement in their child's learning. Parents attend onsite and/or virtual workshops during the summer session.

Program Dates

Tuesday, June 21, 2022 through Friday, July 22, 2022 (no classes on July 4th, 2022)

Key Program Features and Goals of B2K

- Student instruction covering self-regulation, social expression, self-care/motor skills and academics

- Teachers create early relationships with students and families and understand learning and other needs
- Programs are located on school campuses and virtual settings; helps children and parents get comfortable with surroundings and/or in virtual settings
- Parent workshops build literacy and social-emotional skills to better support their students in the home. These workshops will be provided onsite and/or virtually. Workshops will be offered in the morning and evening to facilitate the involvement of working parents. Workshops will be provided in English and/or Spanish depending on parent needs
- Community engagement opportunities that will support B2K families to participate and advocacy for and within ARUESD

Goals of this effort

1) Improve the school readiness and academic achievement of 80 children, eligible ages T4-TK-K- 1st grade entering school year fall 2022-2023
2) Engage and build relationships with families and strengthen parent engagement over time
3) Compare assessment data between B2K students and control cohort for the Kindergarten year and up to 3rd grade.

I. MOU Term

This agreement shall become effective June 1st, 2022 and continue through August 1st, 2022 unless terminated pursuant to the termination provisions of this agreement described in Section VI.

II. Funding Availability

ARUESD Funding for the school site supervisors, teachers and janitors will be provided by ARUESD at the following schools: San Antonio and Russo.

SOMOS funding for the services outlined in this MOU are fully supported by a combination of funding from SOMOS Mayfair. Corresponding program budget Attachment A.

III. Scope of Responsibilities

ARUESD and SOMOS agree on the following:

1. ARUESD responsibilities:
   a. Program Outreach: ARUESD Community liaisons will execute an outreach and recruitment strategy co-developed by ARUESD and SOMOS Mayfair.
   b. Provide up to 4 classrooms per site per cohort of students. Classrooms provided for student instruction, upon ARUESD in-person programming approval, parent education workshops and childcare (more may be needed if number of parents require it).
   c. Hire B2K teachers, selects curriculum, conducts training of B2K teachers, develops B2K assessment, recruits B2K students and parents, oversees student instruction, provides janitorial service during program.
   d. Provide staff support for the program (Principal, teachers, curriculum and instruction coordination, janitorial service).
   e. ARUESD teachers will track student attendance and student achievement.
   f. Provides student data over kindergarten year and during later school years, evaluates and reviews B2K efficacy with partners, plans and implements parent visit to college campus during upcoming academic year.
   g. Provide breakfast and lunch to all participating children in the B2K program, including children participating in childcare activities.
   h. Director of Early Learning Programs works with SOMOS Director of Programs to problem-solve programmatic concerns in timely fashion.
   i. Help coordinate program-closing ceremony with SOMOS Director of Programs and B2K partners.
   j. Share student data and evaluation reports with SOMOS

2. SOMOS responsibilities:
   a. Provide project management of parent workshops
   b. Provide family supports to San Antonio and Russo school sites
   c. Recruit and provide training and oversite of facilitators for parent workshops
   d. Ensure clearances are completed by the facilitators and TB and LiveScan testing as per ARUESD policy
   e. Adhere to all ARUESD policies while on ARUESD school sites.
   f. SOMOS Director of Programs works with the ARUESD Director of Early Learning Programs to problem-solve programmatic concerns in timely fashion.
   g. Arrange for and manage childcare (if needed) at four school sites (mentioned in 2.b) for duration of program
   h. Help coordinate program-closing ceremony with Principals and teachers and B2K partners.
   i. In coordination with the Principals and teachers, allow for visitors of the B2K program from time to time, for outreach and fund-raising. Will plan such visits so as not to interfere with classroom instruction.
   j. Work with B2K partners to identify and take receipt of student ASQ/SE (Ages and Stages) and family data, etc. for program evaluation purposes.
   k. Facilitate the reporting of evaluation data, lessons learned, and expansion

Any changes in the above agreements must be made by consensus by ARUESD and SOMOS. Both parties must authorize all changes or amendments to this MOU in writing.

I. Confidentiality of Data

All student and family data and assessment data will be treated as confidential and shall be protected from unauthorized use. Data will be used for analysis and evaluation of program efficacy and no identification or personal information will be noted.

II. Termination

Termination of this agreement may be made by any party, at any time, with at least 30 days notice.

Authorized Signatures:

Dr. Hilaria Bauer, Superintendent — Date
ARUESD



03/21/2022

Saul Ramos, Acting Co-Executive Director — Date
SOMOS Mayfair

EXHIBIT A

Budget

Grantee/Vendor **SOMOS Mayfair** Program Name **Bridge 2 Kinder**

Bridge to Kinder Summer 2022

Line Item

I. Personnel		
(1) Program Director & Manager	$ 13,750	Role/Responsibility: Manage supervisors, contract, budget, quality, and compliance, collaborative – prep time with SOMOS Staff (Directors, Managers)
(2) Program Supervisors	$ 5,333	Program Role/Responsibility: Manage program implementation, staff supervision
(3) Maestras – La Escuelita	$ 13,000	Program Role/Responsibility: Provide School Readiness/childcare programming to 1 yr – 3yr, while parents participate in workshops (Conduct ASQ/SE assessments), prep time
(4) Community Workers	$ 7,250	Program Role/Responsibility: Outreach and delivery of B2K program (ASQs and program facilitation), prep time
(5) Payroll Taxes and Benefits	$ 6,695	Calculated at 25% of total salaries for full time employees.9.5% for part time employees. Covers payroll taxes and benefits including health, dental and vision insurance, 401K plan etc.
Total Personnel	$ 46,028	
II. Other Expenses		
(6) FRC Program Supplies	$ 12,500	Program Supplies (paper, pens glue etc.) Digital ASQ material, parent meals, workshop and school readiness materials incentives, etc.
(7) Admin Program Supplies	$ 2,000	General administrative office supplies
(8) Administrative Overhead	$ 2,175	Overhead rate at 15% Supporting costs for program related expenses, administrative oversight and support function, Includes fiscal, audit, HR, program oversight and general administrative support.
Total Other Expenses	$ 16,675	
Total Grant Expenses	$ 62,703	SOMOS Mayfair Program expenses and coverage

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ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHARGE ORDER (POCO)

P.O. No. _____ Contract No. 226006 Contract Original Amount: $70,000.00

Vendor Name: Jesse M. Serna Vendor No. 22628

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
✓ Increase Amount Line Item No.: 1
_____ Decrease Amount Line Item No.: _____
_____ Add Line No.: _____
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
_____ Other _____

CONTRACTS ONLY

Change Orders:

Contracts Original Amount	$70,000.00
Change Order #: 1	$25,000.00
Change Order #: _____	$_____
Change Order #: _____	$_____
New Contract Total (including Change Orders)	$95,000.00

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	PRG. TITLE	BUS. OFC
010	0000	0	5815	00	0000	7200	000000	600	7700	$25,000	1	
	0000	0		00			000000					

3/25/22

Reason for Adjustment:

Additional monies needed to complete 21/22 school year. Vendor provides the district with professional coaching services and lead bargaining unit negotiator. Professional coaching for both Assistant Superintendent of Human Resources and Director of Human Resources. Lead bargaining negotiations for all units.

School/Dept.: Human Resources Requested by: Tereasa Smith

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

_____ Program Manager

_____ Purchasing Manager

Date Requested: 3/25/2022 Date Entered: _____ Entered By: _____

(Pursuant to Public Contract Code 20118.4, the total cost of change orders shall not exceed the greater of $15,000.00 or 10% of the original contract amount. The ARUESD Board of Trustees must approve changes exceeding these limits.)

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

To: Hilaria Bauer, Ph.D., Superintendent

From: Ed Villarreal, Director of Maintenance, Operation, and Transportation

Re: Contract Approval- Bay Alarm Company Service, 2021-2022

Date: March 18, 2022

Summary:
It is necessary for the District to maintain security monitoring services for all of the district sites, including the district office.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Bay Alarm in the amount of $71,350.00 for the fiscal year 2021-2022

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Maintenance (School/Dept.) VENDOR NO. 21721

Submitted by: Ed Villarreal, Director of MOT

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Bay Alarm Company

   Address: 5130 Commercial Circle City: Concord State: CA Zip: 94520

   Phone: (800) 610-1000 / 1-800-470-1000 Email Address: WWW.bayalarm.com

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date July 1, 2021 end date June 30, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Security monitoring services for all district sites, and District Office.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $71,350.00 FY-21/22 (describe rate agreement) _____

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5870	00	0000	8100	000000	450	8140	$71,350.00	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

ADDENDUM TO INDEPENDENT CONTRACTOR AGREEMENT

THIS ADDENDUM TO INDEPENDENT CONTRACTOR AGREEMENT (this "Addendum") is entered into effective as of July 1, 2021, by and between **BAY ALARM COMPANY**, a California corporation ("Contractor"), and **ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT** ("ARUESD").

WITNESSETH

WHEREAS, contemporaneous with the execution of this Addendum, the parties are entering into an Independent Contractor Agreement (the "Agreement") in connection with the work and services to be provided by Contractor as set forth in the Bay Alarm service agreement attached thereto (the "Bay Alarm Agreement"); and

WHEREAS, the parties desire to amend the Agreement as set forth in this Addendum.

AGREEMENT

NOW THEREFORE, with the intent of being legally bound hereby, in consideration of the mutual covenants and promises hereinafter set forth, and other good and valuable consideration, which the parties acknowledge is sufficient to create a legally binding agreement, the parties agree as follows:

1. Bay Alarm Agreement. To the extent that the provisions of the Bay Alarm Agreement do not conflict with the provisions of the Agreement, such provisions shall be incorporated into the Agreement, and the Bay Alarm Agreement shall be attached to the Agreement as Exhibit B.

2. Indemnification. Section 9 of the Agreement is deleted in its entirety and shall instead provide: "Contractor shall defend, indemnify and hold harmless ARUESD and its agents, representatives, officers, consultants, employees, Board of Trustees, members of the Board of Trustees (collectively referred to herein as "Indemnitees") from and against any and all losses, liabilities, damages, claims, demands, suits, actions, proceedings, costs and expenses including court costs and attorneys' fees, incurred by Indemnitees (a "Loss") (a) arising out of third party claims where any alarm system equipment provided and installed by Contractor at the site where Contractor is providing services under the Agreement (the "Location") is the sole and direct cause of any property damage or personal injury (as opposed to cases where failure or malfunction of the alarm system merely contributes to a loss or injury started from another source), or (b) where an employee of Contractor causes personal injury or property damage in performing the installation or servicing of equipment while at the Location. Notwithstanding the foregoing, in the event Contractor is found liable for a Loss allegedly or actually caused by or resulting from the failure of Contractor's products or services to prevent, deter or detect the event such products or services are intended to detect, deter or prevent, Contractor's maximum liability shall be Two Thousand Dollars ($2,000) as liquidated damages and not as a penalty and this liability shall be exclusive. ARUESD releases Contractor from any claims of any parties suing through ARUESD's authority or in its name, including but not limited to ARUESD's insurance provider, and ARUESD shall indemnify and defend Contractor against any such claim. This paragraph shall be controlling with respect to Contractor's liability and obligation to indemnify Indemnitees, and if there is any conflict or contradiction between this paragraph and any other provision of the Agreement, this paragraph shall govern. Each party will timely notify the other upon receipt of any third-party claim relating to the Agreement.

3. Insurance. Contractor shall provide the insurance and insurance certificate as set forth in its form Certificate of Insurance attached hereto as Attachment 1, and the parties agree that such insurance will satisfy ARUESD's requirements under the Agreement including but not limited to Section 10 of the Agreement and its exhibits. The parties agree that such insurance shall not be primary and non-contributory and shall provide a waiver of subrogation only for workers' compensation coverage.

4. Permits. The Agreement is amended to provide that Contractor shall invoice ARUESD for the cost of all permits in connection with the services provided to ARUESD by Contractor under the Agreement as required by any state, federal or local governmental agency.

5. Construction. This Addendum shall be deemed fully incorporated in the Agreement to which this Addendum is attached, and this Addendum, the Agreement and the Bay Alarm Agreement shall collectively be referred to as the "Agreement." All terms shall, unless expressly provided to the contrary herein, have the same respective meanings as set forth in the Agreement. Unless expressly provided to the contrary herein, to the extent that any provision of this Addendum conflicts with any provision of the Agreement, this Addendum shall control.

6. Severability. If any provision of this Addendum shall be deemed for any reason to be invalid, illegal or unenforceable, such provision shall be severed from the remainder of this Addendum, and that remainder shall continue in full force and effect.

(Signature page follows)

IN WITNESS WHEREOF, the parties have executed this Addendum as of the date first above written.

"Contractor"

BAY ALARM COMPANY
a California corporation

Name: Michal Kubicki

Title: Corporate Counsel

"ARUESD"

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

By: ED VILLARREAL Jr

Title: DIRECTOR MOT

CORPORATE OFFICE
5130 Commercial Cir. Concord, CA 94520
Sales: 1-800-610-1000 / Service: 1-800-470-1000
A Family Business Since 1946
www.bayalarm.com

ARUESD TEAM

I would like to thank you for the opportunity to submit this Commercial Sale, Installation and Services Agreement for your review and approval. I am proud to say that Bay Alarm Company has grown to become the largest family owned & operated electronic security company in America. We have been protecting businesses like yours for over 70 years, and we currently service more than one-hundred and forty thousand customers.

Although we have grown to become one of the largest alarm companies in America, we still recognize the importance of quick and efficient service. You will immediately recognize the difference between Bay Alarm and the other companies when you experience our commitment to total customer satisfaction. This is accomplished through providing our customers with one point of contact for all of their needs. Bay Alarm's mission is to provide our customers with the highest level of security and fire protection in the industry.

As a leader in our industry, we are proud to be affiliated with the following associations and agencies:

California Alarm Association
The Monitoring Association
California Automatic Fire Alarm Association
Electronic Security Association
NetOne
National Fire Protection Association (NFPA)

Thank you for your consideration. If I can be of any assistance by providing clarification or additional information please feel free to contact me. To learn more about Bay Alarm Company, please visit us at www.bayalarm.com.

Sincerely,

BRANDON TOMY
CORPORATE ACCOUNT GROUP

CSFM Automatic Fire Extinguishing Concern, Type 1 License, A-0471
California Contractor's License No. 880138
Alarm Operator's ACO License No. 28

Bay Alarm Company
Scope of Work

User Name: ARUESD Site Phone Number: 000-000-0000

Site Address: SEE ADDENDUM B

Scope of Work

User hereby authorizes Bay Alarm Company hereinafter "Bay", or assigns to sell, install and/or provide monitoring and other services for a security and/or life safety System under the following conditions and agrees to pay the sales and installation charges and the service charges described below to Bay's address, from the date the System is operational.

REFERENCE ATTACHED ADDENDUM B FOR SCOPE OF WORK

EQUIPMENT OWNED BY BAY ALARM AND LEASED TO ARUESD IS DENOTED AS "LEASED" IN COLUMN A OF ADDENDUM B

User desires no additional protection at this time, I.E. MOTION DETECTORS

Pricing: The pricing set forth in this Agreement is based on the number of devices to be installed as set forth in the Scope of Work. If the actual number of devices installed is different than the number set forth in the Scope of Work, the price will be adjusted accordingly.

Pricing Summary/Special Provisions:

□ New System or Takeover □ New Owner □ Addendum-Alteration Addition ■ Cancels Former Agreement-Alteration Addition
Services Provided: □ Full Service □ Time Plus Materials Service □ Monitor Only

Sale and Installation Price and Payment Summary:

Total Installation Price: $ 0.00
(Plus Applicable Taxes to be billed separately)

Deposit Due at Signing: $ 0.00

Due Upon Completion of Prewire: $ 0.00

Balance Due Upon Completion: $ 0.00

Monthly Service Charge:

$ 5,945.81 due Quarterly in Advance

Type Service:
□ Intrusion Alarm □ Fire Alarm

Open/Closing Options
□ E-Autolog
□ BayNet Plus
□ Supervised: (Check one below)
  □ Central Station Open/Closing
  □ User Keypad Control
  □ Video (addendum required)
□ **BayLink**
□ **BayNet**
□ **CCTV**
□ **Access**
□ **Electronic Lock**
□ **Intercom**
□ **Total Connect Video**
□ **Total Connect 2.0**
□ **Video Verification**
□ **Video Notification**
□ **Verified Response $**
(Verified Response is included in The total Monthly Service Fee)
□ **Other**

Fire Test Frequency:
□ NFPA 72
□ Sprinkler Inspection Service, Bay will inspect risers in accordance with C.C.R. Title 19
□ Other:

Fire Test Devices:
□ Panel Only
□ Panel & Fire Devices

Communication Type:
□ Single Phone Line
□ Internet Protocol
□ Digital Cellular Alarm Back-UP
□ Digital Cellular Alarm Only
□ Other

Industrial Monitoring:
□ Refrigeration
□ Temperature Control
□ Other

Elevator:
□ Elevator Monitoring □ Elevator Test

FOR OFFICE USE ONLY

SIGNS, DECALS AND SYSTEM COMMUNICATOR REMAIN THE PROPERTY OF BAY

How to Get Service: Contact Bay at 1-800-470-1000. Bay will provide service as soon as reasonably possible.

BAY'S LICENSES: ALARM COMPANY OPERATORS ARE LICENSED AND REGULATED BY THE BUREAU OF SECURITY AND INVESTIGATIVE SERVICES, DEPARTMENT OF CONSUMER AFFAIRS, SACRAMENTO, CALIFORNIA 95814. CONTRACTORS ARE REQUIRED BY LAW TO BE LICENSED AND REGULATED BY THE CONTRACTORS' STATE LICENSE BOARD WHICH HAS JURISDICTION TO INVESTIGATE COMPLAINTS AGAINST CONTRACTORS IF A COMPLAINT REGARDING A PATENT ACT OR OMISSION IS FILED WITHIN FOUR YEARS OF THE DATE OF THE ALLEGED VIOLATION. A COMPLAINT REGARDING A LATENT ACT OR OMISSION PERTAINING TO STRUCTURAL DEFECTS MUST BE FILED WITHIN 10 YEARS OF THE DATE OF THE ALLEGED VIOLATION. ANY QUESTIONS CONCERNING A CONTRACTOR MAY BE REFERRED TO THE REGISTRAR, CONTRACTORS' STATE LICENSE BOARD P.O. BOX 26000, SACRAMENTO, CALIFORNIA 95826.

Services Provided:

Full Service: Bay will provide all repairs necessitated by ordinary wear and tear to the System. All other repairs shall be at User's expense on a time plus material basis at Bay's then prevailing rates, which include a minimum 30 minute visit charge. DEVICE BATTERIES EXCLUDED.

Time Plus Material: At the end of Bay's limited warranty Bay will provide all repairs at User's expense on a time plus material basis. Parts and labor will be billed at Bay's then prevailing rates, which include a minimum 30 minute visit charge.

Monitor Only: Bay will not provide repair service, testing or inspections to the Systems. User is responsible to provide this service.

If An Intrusion Alarm is Sold:
Glass break detectors, motion detectors, photo electric beams are for area detection only, User to provide a clear path.
Wireless Holdup Buttons: User is aware transmitter push button may cease operating without notice and function is affected by battery charge or distance from control unit. User agrees that Bay is neither responsible nor liable and holds Bay harmless from any consequences associated with this device. Wireless Devices: User is aware that it is User's responsibility to maintain and replace transmitter batteries when necessary. Bay will provide this service for a fee if User so desires. Local authorities may require that you obtain a permit or license to use a monitored alarm System. (See paragraph 6)

If a Takeover / Connect to User Owned Devices:
Bay to connect to and monitor or control User's owned equipment. Any work to be done on User owned equipment that exceeds one (1) hour will be on a time plus material basis at Bay's then prevailing rate including any repairs or modifications required to make System operational.

If a New Owner Labor Agreement:
Bay tests and inspects up to one (1) hour only. Any additional work that has not been contracted will be done on a time plus materials basis at Bay's then prevailing rate.

If a UL Certificate Is Issued:
User understands and agrees that UL charges Bay an annual fee for their services. User will reimburse Bay for the fee. Bay will automatically renew agreement and certificate for same initial agreement term, unless notified thirty days in advance by User.

Progress Billing:

User understands and agrees that if there is a User caused interruption (i.e. User construction delay, remodeling, prewire, no power available, etc.) in Bay's ability to start and finish the installation and Bay must return at a later date to complete the installation, Bay will progress bill for a portion of work completed. A return trip charge may be incurred.

Network & VoIP:
User shall provide and maintain operational an Ethernet Network connected CAT-5 or higher cable with a RJ-45 plug termination at location specified by Bay. If required, User will provide I.P. address, gateway address and submask. If the Internet or Wireless Transmission is used as a primary or secondary transmission path, User will provide, at your expense, the necessary telecommunications connections facilities and required standby power. The Internet, radio and cellular networks are maintained and serviced by the applicable service provider and are totally beyond Bay's control. Signal transmission connectivity and speed may vary due to traffic volumes, adverse weather, System outages and other circumstances beyond our control. Internet Connectivity can only be supported through a PC with Internet Explorer. Mac's or other Browsers are not compatible at this time. **VoIP TELEPHONE SERVICE:** The use of VoIP telephone service may interfere with the ability of the System to transmit alarm signals to our monitoring facility. The User must notify Bay in advance if considering the use of a managed VoIP service in order to assure its ability to function. User understands that DSL, unmanaged VoIP, or other internet-based services not approved in advance by Bay may not be used.

If Software is Provided:
Computer shall be supplied according to Bay's and shall be free from defect. User understands and agrees that although protected by appropriate safeguards; installing remote access dial-in software carries some risk of access to and control of the security System by unauthorized persons. It is the User's responsibility to keep the password, installed software, and modem under their control at all times. If networking software is installed, it is the User's responsibility to provide and maintain a network that can support any installed software by Bay.

If a CCTV System:
User is aware that there are certain rights to privacy enjoyed by employees and the public. As a condition to this installation, it is the User's responsibility to ensure compliance with all applicable privacy laws. User agrees to provide sufficient lighting to meet required scene illuminations. User is solely responsible for providing and maintaining film and/or video tape for CCTV Systems.

If Industrial Monitoring is Sold:
User to supply dry set "C" type contacts and conduit required for Bay connection. Monthly charges include up to two (2) signal transmissions per transmitter per month. An excessive amount over and above this will result in an additional charge per signal above Bay's then prevailing rate.

If Baylink is Sold:
User will receive an email from Bay when their System sends a bypass/trouble/open or close signal from their alarm System. User understands that Bay will make reasonable efforts to communicate through email messages only.

If a Fire System Alarm is Sold:
Smoke/Heat detectors—for area or spot detection only.
Bay to plan check and apply for required permits. User agrees to pay all permit, plan check, or drawing charges as required.
User understands and agrees that any additional devices required by the AHJ before final acceptance of System will be at User's expense at Bay's then prevailing rates.
User to provide a RED 20 amp Circuit Disconnecting Means for all required Dedicated Branch Circuits. User shall provide listed locks for the Circuit Disconnecting Means.
User to also provide dedicated 120VAC to the Fire Alarm Control Unit and associated power supplies, and install breaker locks for required power.
If smoke detectors are installed and then become dirty due to construction that takes place, the User understands they are responsible for repair and/or replacement.
If Bay is unable to gain access to the System for testing and inspections, User understands there may be a return trip fee. Bay will not issue a credit for failed or no access inspections.
User understands and agrees that the automatic fire alarm devices and appliances that will be installed or are located on this property are pursuant to the approved shop drawings that will be or were previously submitted by Bay to the AHJ for this property.
Additional state, other government agency, insurance inspections or testing which requires Bay personnel to be on site will be charged on a time plus material basis, at Bay's then prevailing rates.
Once System has been powered up and System is programmed at Bay's monitoring center the Monthly Service Fees is payable.
HVAC System power/shut off is to be provided by mechanical and/or electrical contractors. Duct detectors shall be provided with a grade level reset switch. Bay will monitor only.
If during the installation process the AHJ deems a fire watch is necessary while the System is being installed or temporarily inoperable, User to provide and pay for this service.
Any painting and/or patching is not included unless expressly stated otherwise.
Additional fees that are not included in the contract are as follows: permit fees, additional off hour inspections or re-inspection due to other contracted parties failure to show and have equipment ready for inspection.
Bay shall install a fire alarm System based on the Codes and Standards that were in effect at the time the System was designed, based on the prescriptive requirements for the occupancy. Bay is not providing an engineering assessment. If an engineering assessment of risk hazards is required, the User should contact a Registered Fire Protection Engineer.

If System Inspections are to be Performed:
Bay will perform system inspections during normal business hours, Monday-Friday 9-5. Inspections performed after normal business hours are available at a premium rate. Depending on the type of inspection being performed, User understands it may cause a disruption in business. This includes the annual testing of Notification Appliances.

If Sprinkler Inspections Service is Provided:
Bay will conduct the inspections in accordance with Title 19, California Code of Regulations, Chapter 5, and Article 4. Bay is not providing or will not provide design analysis of the premises sprinkler system through the inspection. If a design analysis is desired the User should contact a Registered Fire Protection Engineer. Subscriber is responsible for having a design analysis performed if there is a change of use to the occupancy and/or products that are stored or produced within the occupancy.

If an Addendum-Alteration Addition:
User understands and agrees that Bay will leave balance of System as listed per previous agreements.

If Cancels Former Agreement:
Contract terms begin upon date System and/or Service is online.

Service Agreement

The agreement is made by and between "User" and Bay Alarm Company "Bay") and is effective for an initial period of **five years**, from date the System is operational. This agreement shall automatically, without action by either party, extend and renew itself under the same terms and conditions for successive periods of two (2) years each, after the initial period unless either party gives to the other at least thirty (30) days written notice, prior to expiration date, or its intention to terminate this agreement upon its original or any renewed expiration date.

Bay will sell to you and install the security system ("System") described on the Scope of work section (s) and/or any additional continuation page (s), and if subscribed to by User, monitor and provide other services pursuant to the terms and conditions of this agreement.

Installation will begin approximately 1 weeks, and will be completed approximately 1 weeks. Starting the installation of wiring and/or delivery of equipment to your premises will constitute substantial commencement of the work to be performed. User agrees to pay in addition to charges stated herein all taxes, permits, fees, or any costs relating to the System imposed by any governmental or regulatory body or increases in charges made by the telephone company. User understands there may be a direct telephone company charge for the installation of a telephone interface jack.

SCOPE OF WORK:
Services to be provided at the following location:

SEE ADDENDUM B

Total Installation Charge: $ 0.00 (plus applicable sales tax)

Total Monthly Service Charge Due Quarterly in Advance: $ 5,945.81

User Acceptance:

In accepting this agreement, User agrees to the terms and conditions herein and any attachments or riders attached hereto that contain additional terms and conditions. It is understood that these terms and conditions shall prevail over any variation in terms and conditions on any purchase order or other document that the User may issue. Any changes in the System requested by the User after the execution of this agreement shall be paid for by the User and such charges shall be authorized in writing.

Bay Alarm Company:

BRANDON TOMY
Sales Representative **Agent #**

3/24/2022
Approved **Date**

User:

User's Signature

ED VILLARREAL JR
User's Printed Name and Title

3/25/22
Date Signed

This agreement will not be effective until either approved by one of Bay's managers, or Bay begins the installation of the equipment or initiates service. In the event of disapproval, Bay's only obligation shall be to refund any monies paid by User to Bay. User acknowledges and agrees that User will not receive a copy of this agreement signed by Bay's manager, and such lack of receipt shall not, in any way, invalidate or otherwise affect this agreement.

CSFM Automatic Fire Extinguishing Concern, Type 1 License, A-0471
California Contractor's License No. 880138
Alarm Operator's ACO License No. 28

Terms & Conditions

1. LIMITED WARRANTY: (a) WHAT IS COVERED: For one year parts and ninety (90) days labor; after we complete the installation, we will repair or replace any defective part of the System without charge to you. We can use new or used parts of the same quality. (b) HOW TO GET SERVICE: Call 1-800-470-1000. (c) WHAT IS NOT COVERED: Repair of the System is our only duty. This warranty does not include batteries or labor associated with the replacement of batteries. This warranty does not include disposable items such as access control entry cards, telephone cords, camera film or video tape. We make no other express warranty including any warranty of merchantability of the System or its fitness for any special purpose. All the implied warranties of merchantability or fitness for any special purpose are limited to the duration of this expressed limited warranty. We do not warrant that the System will always detect, or help prevent any burglary, fire, holdup or other such event. We do not warrant that the System cannot be defeated or compromised or that it will always operate. This warranty does not cover repairs that are needed because of an accident, acts of God, your failure to properly use the System, or if someone other than us attempts to repair or change the System, or any other reason except a defect in the equipment. We are not liable for consequential or incidental damages. You agree that this is our only warranty and we have given you no other warranty for the System. (d) STATE LAW: Some states do not allow the exclusion or the limitation of consequential or incidental damages or a limitation on the duration of implied warranties, so the above limitations or exclusions may not apply to you. The warranty gives you specific legal rights and you may also have other rights which may vary from state to state.

2. ADDITIONAL COSTS: User agrees to pay Bay's standard rate for past due or carrying charges and collection costs if payments are not made on time or if installation charge is paid on a periodic payment plan or progress billing. A reconnect charge is to be paid by User if the System is disconnected because of a past due balance and User desires it reconnected. User will receive no credit if System is temporarily disconnected or out of service for any reason. Bay assumes no liability for failure to perform because of labor disputes, riots, floods, fires, acts of God or any catastrophe or condition beyond our control and is not required to perform work while any such condition exists. If it becomes necessary for Bay to institute legal proceedings to collect any charges as set forth herein, the unsuccessful party shall pay to the successful party reasonable attorney's fees and actual court cost wherein permitted by law. If User fails to pay any obligations under this agreement when due, upon ten (10) days' written notice, Bay may disconnect the System. A re-connection fee in addition to all past due amounts, will be required prior to reactivating System.

3. BAY IS NOT AN INSURER, LIQUIDATED DAMAGES, LIMITATION OF LIABILITY: For all Systems and services provided, User acknowledges that it is impractical and extremely difficult to fix the actual damages if any, which may proximately result from Bay's negligence, a failure by Bay to perform any of the obligations herein, including but not limited to, installation, monitoring, warranty repair, repair service or other services, or the failure of the System to properly operate with resulting loss to User because of, among other things; a) The uncertain amount or value of User's property or the property of others kept on the premises which may be lost, stolen, destroyed, damaged or otherwise affected by occurrences which the System or service is designed to detect or avert; b) The uncertainty of the response time of any police or fire department should they be notified as a result of a signal from or at premises or notified of an audible device sounding; c) The inability to ascertain in advance what portion, if any, of any personal injury, death or property loss would be proximately caused by Bay's failure to perform or by its equipment to operate; d) a CCTV or access control system may not observe, detect or prevent an unauthorized intrusion or entry onto the premises; e) The nature of the service to be performed by Bay. User understands and agrees that if Bay should be found liable for loss or damage due to failure of Bay to perform any of the obligations herein, including but not limited to installation, repair services, monitoring, fire inspections, or the failure of the System equipment in any respect whatsoever, or Bay's negligence then, Bay's liability shall be limited to a sum equal to the total of one half the annual payment or Fifteen Hundred Dollars ($1,500.00), whichever is the lesser, as liquidated damages and not as a penalty and this liability shall be exclusive; and that the provisions of this paragraph shall apply if loss or damage, irrespective of cause or origin, results directly or indirectly to persons or property, from performance or nonperformance of the obligations imposed by this agreement, or from negligence of Bay, its agents, assigns or employees. User may obtain a limitation of liability from Bay for a higher limitation of liability in lieu of the liquidated damages set forth above by paying an additional fee to Bay. If User elects this option, a rider will be added to this agreement which will set forth the amount of the limitation of liability and the amount of the fee. Agreeing to the limitation of liability does not mean that Bay is an insurer.

4. THIRD PARTY INDEMNIFICATION: When User, in the ordinary course of business, has the property of others in its/his custody, or the System extends to protect property of others, User agrees to and shall indemnify, defend and hold harmless Bay, its employees and agents for and against all claims brought by parties, other than the parties to this agreement. This provision shall apply to all claims regardless of cause including Bay's performance or failure to perform and including defects in products, design, installation, monitoring, repair, service, operation or non-operation of the System whether based upon negligence, warranty, contribution, indemnification, strict or product liability on the part of Bay, its employees or agents, but this provision shall not apply to claims for loss or damage which occur while an employee or agent of Bay is on User's premises and are solely and directly caused by such employee or agent.

5. SUBROGATION: So far as it is permitted by User's property insurance coverage, User hereby releases, discharges and agrees to hold Bay harmless from any and all claims, liabilities, damages, losses or expenses, arising from or caused by any hazard covered by insurance in or on the User's premises whether said claims are made by User, his agents, or insurance company or other parties claiming under or through User. User agrees to indemnify Bay against, defend and hold Bay harmless from, any action for subrogation which may be brought against Bay by any insurer or insurance company or its agents or assigns including the payment of all damages, expenses, costs and attorney's fees. User shall notify his insurance carrier of the terms of this provision.

6. USER DUTIES: You will instruct all other persons who may use the System on its proper use. You will test the System's protective devices and send test signals to our Central Station in accordance with our instructions at least monthly. If the System includes space protection (i.e. microwave, infrared, photo beams, or other such detectors) you will turn off, control, or remove all things such as air conditioning Systems and heaters that might interfere with such devices when they are turned on. If a problem in the System occurs you will notify us. Authorities may not respond to an alarm, and/or you may be subject to a fine or penalty unless you have all necessary permits and licenses for the use of the System. You agree that we may disclose the information of the instructions to any governmental agency having jurisdiction over the use and operation of the System. In the case of a fire alarm System, you will notify us in writing of any change in your fire rating bureau or agency. You are solely responsible for issuing and controlling access control cards and programming changes to the remote access System. User will give Bay access to all portions of the premises necessary to conduct inspections and tests of the System.

7. INSTALLATION: User will permit Bay to install the System during Bay's normal business hours and will give Bay uninterrupted access to User's premises. User agrees to compensate Bay for any additional installation/service visits required as a result of cancellation, readiness or unavailability at Bay's current

prevailing rate. User has approved the locations of where the control panel, audible devices and all protective devices will be installed. User has the affirmative duty to inform Bay, prior to beginning of installation, of every location at the premises where we should not (because of concealed obstructions or hazards such as pipes, wires or asbestos) enter or drill holes. Upon request, User will repair the premises (including fixing broken or loose doors and windows) reasonably necessary to facilitate the installation and operation of the System. If asbestos or other health hazardous material is encountered during installation, Bay will cease work until User has, at User's sole expense, obtained clearance from a licensed asbestos removal or hazardous material contractor that continuation of work will not pose any danger to Bay's personnel. In no case shall Bay be liable for discovery or exposure of hidden asbestos or other hazardous material, and User shall indemnify and hold Bay and its employees harmless from any claims brought against Bay and/or its employees by third parties for damages, personal injury, death, emotional injury, whether actual or prospective allegedly caused by the presence, spread, ingestion or inhalation of any substance/vapor on or originating from User's premises. If the System includes an exterior audible bell, horn or siren, it is designed to shut-off after sounding for not more than fifteen (15) minutes. User will provide non-switched electrical outlets for the System's transformers. Bay is not responsible if the installation is delayed because of bad weather, labor disputes, unavailability of electrical power or telephone service, Acts of God or other reasons beyond Bay's control. After the completion of the System, User and a Bay representative will inspect it. If something is missing or not properly installed you the User will notify Bay within ten (10) days, otherwise the System will have been accepted by User.

8. CHARGES, TAXES, and RATE INCREASES: All charges set forth herein are based upon existing federal, state and local taxes and utility charges, including telephone company charges, if any. Bay shall have the right at any time to increase the monthly charges provided herein, to reflect any additional taxes, fees or charges provided herein, or charges which hereafter may be imposed on Bay by any utility or governmental agency relating to the service(s) provided under the terms of this agreement and User agrees to pay the same. So that Bay may properly adjust its rates to meet changing service costs and notwithstanding the terms and conditions set forth herein after the expiration of one (1) year from the date of completion of installation and not more often than once each twelve (12) months, Bay may increase the monthly service charge by up to 1.5 times the current Bureau of Labor Statistics Consumer Price Index for all urban consumers (related areas) or if this index is discontinued a comparable index as measured from the date of this agreement to the effective date of the increase upon giving User notice in writing. The billing invoice setting forth the new charge shall be sufficient notice of the increase.

Not withstanding any other terms and conditions set forth in this agreement, so that Bay may properly adjust periodic charges to recover increases in its services costs which are not recovered by increase pursuant to paragraph above, at any time after the expiration of one (1) year from date of installation, Bay may increase the monthly service charge to an amount exceeding the charge provided in paragraph above upon giving the User notice in writing. The billing invoice setting forth the new charge shall be sufficient notice of the increase. If User is unwilling to pay such additional monthly charges imposed pursuant to this sub-paragraph and Bay is unwilling to rescind the additional amount, User may terminate this agreement upon giving written notice to Bay within ten (10) days from the effective date of the increase. User's failure to notify Bay within said ten (10) days shall constitute User's consent to the increase pursuant to this sub-paragraph.

9. ASSIGNEES/SUBCONTRACTORS OF BAY: Bay may transfer or assign this agreement to any other person or entity including any financial institution or alarm company. User may not transfer this agreement to someone else (including someone who purchases or rents User's premises) unless Bay approves the transfer in writing. Bay may use subcontractors to provide installation, repairs, inspections, tests or monitoring services. This Agreement, and particularly paragraphs 3, 4 and 5, shall apply to the work or services Bay's assignees or subcontractors provide, and shall apply to them and protect Bay's assignees and subcontractors in the same manner as it applies to and protects Bay.

10. MONITORING SERVICE: To reduce false alarms, Bay uses enhanced call verification (also known as 2-call verification or ECV). When a burglar alarm signal from the alarm system is received, Bay will first try to telephone User's premises, and if there is no answer then will try to telephone the first available person on User's Emergency Notification List, to verify whether or not an emergency condition requiring police response exists. If there is no answer to both of these calls or the person contacted indicates that an emergency exists, Bay will attempt to notify the police department and will also attempt to contact someone on the Emergency Notification List to advise them that the police have been notified. When a fire alarm, hold-up alarm or duress alarm signal is received, Bay will attempt to notify the police or fire department or other emergency personal and the first available person on the Emergency Notification List. However, Bay, to the extent permitted by law, rule, code or regulation, reserves the right to verify all alarm signals by: (i) telephone, or (ii) using the two-way voice feature of the system, if one has been installed, or (iii) otherwise before notifying emergency personnel. When a carbon monoxide alarm is received, Bay will first attempt to contact the premises and the first available person on the Emergency Notification List. If there is no answer at the premises, Bay will attempt to notify the fire department. If someone in the premises responds to Bay's call, Bay will not notify the fire department, and Bay recommends that everyone vacate the premises and User call User's local gas company to investigate the cause of the CO signal. If no one answers the door for emergency authorities, they may attempt to forcibly enter the premises which may result in damage to your door or other entrance, and Bay is not responsible for any such damage. Bay recommends the installation of a Lock Box which gives the fire department access to User's premises key to enter the premises. When a non-emergency signal is received (e.g. temperature or flood sensors), Bay will attempt to contact the premises or the first available person on the Emergency Notification List but will not notify emergency authorities. Bay may choose not to notify emergency personnel if it has reason to believe that an emergency condition does not exist. Bay and User are obligated to comply with all notification and response requirements imposed by governmental agencies having jurisdiction over your system. Bay may discontinue or change any particular response service due to governmental or insurance requirements by giving User written notice. User's consent to the recording of all telephonic communications between User and Bay. If User's police or fire department now or in the future requires physical or visual verification of an emergency condition before responding to a request for assistance, User agrees to subscribe to such service if provided by Bay, or otherwise comply with such requirements. Bay may charge an additional fee for such service. User acknowledges and agrees that all monitoring firmware and software, computer codes and monitoring information remain Bay's sole and exclusive property. USER AGREES THAT BAY IS RESPONSIBLE ONLY FOR ENDEAVORING TO NOTIFY BY THE PHONE THE APPROPRIATE EMERGENCY AGENCY OR OTHER PERSONS NAMED IN THE EMERGENCY NOTIFICATION LIST. USER UNDERSTANDS THAT THE BAY WILL NOT SEND ANY BAY PERSONNEL TO USER'S PREMISES IN RESPONSE TO ANY EMERGENCY SIGNAL UNLESS USER HAS SUBSCRIBED TO BAY'S RESPONSE SERVICE. User understands and agrees that Bay's response agents do not have special arrest or law enforcement powers and may act only as ordinary citizens. User acknowledges that if Bay utilizes a digital communicator for the purpose of sending alarm signals from User's premises to Bay's Central Station, that the signals from User's System are sent over User's single telephone line to Bay's Central Station and other telephone calls cannot be made when the System is activated including 911 emergency operator calls; and in the event User's telephone service is out of order, disconnected, placed on vacation or otherwise interrupted, signals from User's System will not be received in Bay's Central Station during any such interruption and the interruption will not be known to Bay. User further acknowledges and agrees

that signals are sent over telephone company lines which are wholly beyond the control and jurisdiction of Bay and are maintained and serviced by the applicable telephone company. User agrees to pay all charges for all telephone services connecting User's protected premises and Bay. User acknowledges that if Wireless Transmission becomes inoperative for any reason, signals will not be received in Bay's Central Station. User acknowledges that Wireless Transmission may be impaired or interrupted by atmospheric conditions, including electrical storms, power failures, or other conditions beyond the control of Bay.

11. EXCESSIVE ALARMS: In the event an excessive number of false alarms or service calls are caused by User or in the event User in any manner misuses or abuses the System, Bay may, in its sole discretion, deem same to be a material breach of contract on the part of User and, at its option, be excused from further performance upon the giving of ten (10) days written notice to User. Bay's excuse from performance shall not affect its right to recover damages from User. In the event Bay dispatches an agent to respond to an alarm originating from User's premises where User intentionally, accidentally, or negligently has activated the alarm signal and no emergency exists, or if Bay makes any service call caused by the inadvertence or negligence of User, User shall pay Bay a service charge at Bay's then prevailing rates. User represents he fully understands that the equipment, because of its sensitivity and nature, is subject to the influence of external events which are not within the control of Bay and which may cause the alarm to activate. In the event a fine, penalty or fee is assessed against Bay or User by any governmental or municipal agency as a result of any alarm originating from User's premises, User agrees to be responsible for payment of all assessments and/or reimburse Bay for Bay assessments. Any or all such alarms shall not excuse any of the obligations of User as set forth in the agreement.

12. DISCONNECT POLICY: User hereby authorizes Bay to manually or automatically disconnect System if so ordered by a public official or regulation or for nuisance or electrical reasons or if Bay is unable to notify User at emergency numbers listed or if User declines or fails to arrive at premises within thirty (30) minutes after notification. User agrees to hold Bay harmless and to indemnify Bay for any damage, loss, or liability which may result from the turning off of the System.

13. CONTROL COMMUNICATOR: The control communicator is owned by Bay. User acknowledges and agrees that Bay reserves the right to access the digital control communicator by way of remote programming in order to perform diagnostics, change and/or update information, or disconnect service upon the termination or expiration of this agreement.

14. RENEWAL; ENTIRE AGREEMENT: It is understood and agreed by and between the parties hereto, that if there is any conflict between this agreement and User's purchase order or any other document or Bay literature, this agreement will govern, whether such purchase order or other document is prior or subsequent to this agreement unless expressly superseded or replaced by a subsequent agreement. In the event any provisions or parts of this agreement shall be unenforceable, the parties understand and agree that the remaining provisions and parts shall continue in full force and effect. There are no verbal understandings changing or modifying this agreement. There are no verbal understandings changing or modifying this agreement. If User cancels agreement before installation begins, User agrees to pay an administrative charge of 50% of the installation charge. We retain ownership in the System until the sales price is paid in full. If you fail to make any payment for the purchase of the System you empower us and will permit us to disconnect and remove the System or any part of it from your premises. In addition we may pursue any rights and remedies we may have as a secured creditor under the Uniform Commercial Code or pursue any other rights we may have under the law. Removal or disconnection of the System shall not be deemed a waiver of our rights to collect damages, and we shall be under no obligation to restore your premises to its original condition if we terminate the installation or remove the System or any part of it.

15. GOVERNING LAW: This writing is intended by the parties as a final expression of their agreement and as a complete and exclusive statement of the terms thereof. This agreement supersedes all prior representations, understandings or agreements of the parties; and the parties rely only upon the contents of this agreement in executing it. This agreement can only be modified in writing signed by the parties or their duly authorized agent. No waiver or breach of any term or condition of this agreement shall be construed to be a waiver of any succeeding breach. User agrees that this agreement is performed in the state of California and shall be governed by the laws of California. User agrees that any and all legal proceedings will have Contra Costa County California as the exclusive place of venue.

16. LEGAL WAIVERS; JUDICIAL REFERENCE: Both parties hereby agree that no suit or action that relates in any way to this agreement (whether based upon contract, negligence or otherwise) shall be brought against the other more than one (1) year after the accrual of the cause of action therefore. Both parties agree that no law suit or any other legal proceeding connected with this Agreement shall be brought or filed more than one year after the incident giving rise to the claim occurred. Any controversy, dispute, or claim between the parties arising out of or relating to this Agreement, (other than actions brought by Bay in small claims court to collect amounts due under this Agreement) will be settled by a reference proceeding in Contra Costa County California, in accordance with the provisions of Sections 638, et seq and 641 through 645.1, and of the California Code of Civil Procedure, or their successor sections, which shall constitute the exclusive remedy for the resolution of any controversy, dispute, or claim concerning this Agreement, including whether such controversy, dispute, or claim is subject to the reference proceeding. The referee shall be appointed to sit as a temporary Judge with all of the powers of a temporary Judge authorized by law. In the event that the enabling legislation, which provides for the appointment of a referee is repealed and no successor statute is enacted, any dispute between the parties that would otherwise be determined by a reference procedure herein, will be resolved and determined by binding arbitration. That arbitration will be conducted by a retired Judge of the Superior Court in accordance with Section 1280 to 1294.2 of the California Code of Civil Procedure, as amended from time to time.

17. IMAGING: User agrees that Bay may save and store all agreements and other documents executed by User in an electronic media and all such agreements and other documents shall be deemed to be, and may be used by Bay as, originals and shall be given the same force and effect as the paper-form original.

18. DEFAULT BY USER; EXPIRATION; TERMINATION: If any proceeding in bankruptcy, receivership, or insolvency shall be commenced by or against User or his property, or if User makes an assignment for the benefit of creditors, User and Trustee or Assignee appointed to take charge of User's assets shall elect within thirty (30) days to assume or reject this agreement. If assumed, the party assuming this agreement shall within sixty (60) days thereafter: (1) cure all defaults including payment of all amounts due, and (2) provide to Bay adequate assurances of the future performances. Bay shall have the right to terminate this agreement. If User defaults or cancels this agreement, or this agreement is terminated in whole or in part for any reason other than Bay's default, Bay shall be entitled to collect and User shall pay to Bay: (i) all amounts due to Bay for services performed and equipment provided through the termination date of the agreement, and (ii) all amounts to which Bay is entitled by law for the unexpired term of the agreement, including loss of profits. Thirty day written cancellation required. At the expiration or termination of this agreement for any reason, Bay is authorized to enter onto the premises of User and remove Bay's identification signs, decals, equipment and reprogram or otherwise modify the control communicator so that it will no longer communicate signals to Bay's Central Station.

PLEASE READ ENTIRE AGREEMENT

5130 Commercial Circle, Concord, CA 94520 www.bayalarm.com 800-610-1000

USER NAME: outside 2006 contracts

Addendum B

[Office Use Only] Lead/Acct #	Site Address	AKA Name Suite/Apt or BLDG #	Premise Number	Description of Work	Monthly Fee Per Site	Installation Charge Per Site
2490422	2999 RIDGEMONT AVE, SAN JOSE, CA 95127	ARSD WILLIAM ROGERS		BAY ALARM TO LEAVE AS IS: (1) FIRELITE 411UD FIRE ALARM CONTROL PANEL - FRONT OFFICE; (1) UDACT - OFFICE; (44) MANUAL PULL STATIONS - (9) CAFETERIA BLDG, (6) BLDG 2, (11) OFFICE BLDG, (9) BLDG 3, (3) BLDG 4, (6) PORTABLES; (27) HORN STROBES - (5) CAFETERIA BLDG, (6) BLDG 2, (3) OFFICE BLDG, (6) BLDG 3, (4) BLDG 4, (3) PORTABLES; (9) STROBES - CAFETERIA BLDG, (5) OFFICE BLDG, (2) BLDG 2, BLDG 4; (12) FIRE HORNS - (2) CAFETERIA BLDG, (3) BLDG 2-4, (7) PORTABLES; (9) SMOKE DETECTORS - CAFETERIA BLDG, (2) OFFICE BLDG, (6) PORTABLES	$ 60.78	
2491222	1729 HOPKINS DR, SAN JOSE, CA 95127	ARSD FISCHER MIDDLE SCHOOL		BAY ALARM TO LEAVE AS IS: (1) SILENT KNIGHT 5128 FIRE ALARM CONTROL PANEL - OFFICE; (1) UDACT - OFFICE; (55) MANUAL PULL STATIONS - (4) PE BLDG, PORTABLE 6, (2) MS BLDG, (6) CAFETERIA BLDG, (5) OFFICE BLDG, L1, L2, ROOM 11, ROOM 12, (5) ROOMS 20-24, (5) ROOMS 31-35, (5) ROOMS 41-45, (5) ROOMS 51-55, (5) ROOMS 60-64, LIBRARY, (4) ROOMS 72-75, (3) ROOMS 82-84; (10) HORN STROBES - PORTABLE 5, FITNESS ROOM, (3) CAFETERIA BLDG, LIBRARY, (4) PE BUILDING; (20) STROBES - (13) BATHROOMS, LIBRARY, RA OFFICE, (2) ROOM 64, (3) PE BUILDING; (9) FIRE HORNS - PORTABLE 5, MS BLDG, ROOM 74, ROOM 63, ROOM 53, ROOM 42, ROOM 33, ROOM 22, ROOM 12; (6) SMOKE DETECTORS - (2) BATHROOMS, (2) PORTABLE 5, (2) PORTABLE 6	$ 60.78	
2747322	168 FOLEY AVE, SAN JOSE, CA 95122	ARSD HUBBARD ELEMENTARY		BAY ALARM TO LEAVE AS IS: (1) FIRE ALARM CONTROL PANEL - ELECTRICAL ROOM; (1) UDACT - AT PANEL; (79) SMOKE DETECTORS - (2) BLDG A, (9) BLDG B, (24) BLDG G, BLDG 3, BLDG D, (6) PORTABLES, (36) BLDG H; (51) MANUAL PULL STATIONS - (10) BLDG B, (4) BLDG G, KITCHEN, (2) MULTI-USE ROOM, (3) BLDG P, (7) BLDG A, (6) BLDG C, (6) BLDG D, (3) BLDG E, (9) BLDG H; (42) HEAT DETECTORS - (2) BLDG A, (4) BLDG B, (5) BLDG G, (4) PORTABLES, (27) BLDG H; (2) DUCT DETECTORS - BLDG G, MULTI-USE ROOM; (1) OS&Y TAMPER SWITCH - BLDG G BAY ALARM TO PROVIDE: NFPA 72 FIRE ALARM INSPECTIONS; (1) UL CERTIFICATE	$ 415.65	
2773222	1721-1855 E SAN ANTONIO ST, SAN JOSE, CA 95116	ARSD SAN ANTONIO AKA LUCHA SCHOOL		BAY ALARM TO LEAVE AS IS AND MONITOR ONLY: (1) FIRE ALARM CONTROL PANEL - FRONT OFFICE; (1) ANNUNCIATOR - OFFICE; (2) MANUAL PULL STATIONS - BLDG M, BLDG A; (4) SMOKE DETECTORS - BLDG C, BLDG M, BLDG A, BLDG K; (4) WATERFLOW SWITCHES - BLDG C, BLDG M, BLDG A, BLDG K; (3) DUCT DETECTORS - BLDG C, BLDG M, BLDG K; (2) HEAT DETECTORS - BLDG C, BLDG M; (1) BUTTEFLY TAMPER SWITCH - BLDG C; (4) PIV TAMPER SWITCHES - BLDG C, BLDG M, BLDG A, BLDG K; (1) SMOKE BEAM - BLDG M;	$ 62.99	

2779822	10 KIRK AVE, SAN JOSE, CA 95127	ARSD LINDA VISTA		BAY ALARM TO LEAVE AS IS: (1) NOTIFIER 640 FIRE ALARM CONTROL PANEL - MAIN OFFICE CLOSET; (1) MANUAL PULL STATION - MAIN OFFICE; (2) DUCT DETECTORS - BLDG 1 AC UNIT 1, BLDG 1 AC UNIT 2; (23) HEAT DETECTORS - (4) BLDG 2, (4) BLDG 3, (3) BLDG 4, (2) BOYS RESTROOM, CORRIDOR, (2) GIRLS RESTROOM, GIRLS ROOM STORAGE, (2) JANITOR CLOSET, (2) KITCHEN, STAFF ROOM, STAGE ROOM; (93) SMOKE DETECTORS - AT PANEL, (28) BLDG 4, (15) BLDG 2, (13) BLDG 3, BOYS RESTROOM, CORRIDOR, (3) FACULTY ROOMS, GIRLS RESTROOM, GIRLS STORAGE, (3) KINDERGARTEN, (4) KITCHEN, MENS RESTROOM, (4) MULTI-USE ROOMS, (3) NURSES OFFICES, (3) PRINCIPLES OFFICE, ROOM 22C, (2) STAFF ROOMS, (4) STAGE AREA, (3) STORAGE ROOMS, VESTIBULE ROOM; (35) HORN STROBES - (2) BATHROOMS, (9) BLDG A, (6) BLDG 2, (6) BLDG 3, (7) BLDG 4W, (5) BLDG 4E; (18) STROBES - (2) BATHROOMS, (10) BLDG 1, (2) BLDG 2, (4) BLDG 4W; (10) EXTERIOR HORN STROBES - BATHROOM, (2) BLDG 1, (2) BLDG 2, (3) BLDG 4W, (2) BLDG 4E	$ 62.99	
2835322	277 MAHONEY DR, SAN JOSE, CA 95127	ARSD JOSEPH GEORGE MIDDLE SCHOOL		BAY ALARM TO LEAVE AS IS AND MONITOR ONLY: (1) FCI FIRE ALARM CONTROL PANEL - MAIN OFFICE; (1) UDACT - AT PANEL; (9) HEAT DETECTORS - (1) BLDG 1, (8) PORTABLES; (15) SMOKE DETECTORS - (8) PORTABLES, (1) BLDG K, (2) BLDG B, (4) BLDG A; (55) MANUAL PULL STATIONS - (5) BLDG A, (5) BLDG B, (6) BLDG C, (5) BLDG D, (5) BLDG E, (7) BLDG J, (7) BLDG K, (6) BLDG L, (6) BLDG N, (3) PORTABLES; (15) EXTERIOR HORN STROBES - (2) BLDG A, (2) BLDG B, BLDG C, (2) BLDG D, (2) BLDG E, BLDG J, (2) BLDG K, BLDG L, (2) PORTABLES: (73) HORN STROBES - (7) BLDG A, (4) BLDG B, BLDG C, (9) BLDG D, (11) BLDG E, (9) BLDG J, (9) BLDG K, BLDG L, (11) BLDG N, (11) PORTABLES	$ 62.99	
2957122	1970 CINDERELLA LN, SAN JOSE, CA 95116	ARSD CLYDE ARBUCKLE ELEMENTARY		BAY ALARM TO LEAVE AS IS: (1) FIRE ALARM CONTROL PANEL - OFFICE; (1) DSC RADIO - AT PANEL; (2) SMOKE DETECTORS - CONTROL ROOM, ELECTRICAL ROOM; (1) STROBES - (10) RESTROOMS; (17) EXTERIOR HORN STROBES - (3) CAFETERIA BLDG, (3) OFFICE WING, (4) BLDG 1, (4) BLDG 2, (3) PORTABLES; (9) HORN STROBES - (9) OFFICE BLDG; (45) MANUAL PULL STATIONS - (9) CAFETERIA BLDG, (13) OFFICE WING, (8) BLDG 1, (8) BLDG 2, (7) PORTABLES	$ 113.95	
1007522	3311 LUCIAN AVE, SAN JOSE, CA 95127-1544	ARSD MC COLLAM ELEM SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP 1912XR CONTROL PANEL - MAIN OFFICE; (1) SIREN; (2) KEYPADS - OFFICE ENTRY, KITCHEN ENTRY; (43) DOOR CONTACTS - (3) K1-3 DOORS, OFFICE DOOR, KICTHEN DOOR, STAGE DOOR, MECHANICAL DOOR, (2) CAFETERIA DOORS, (2) WORK ROOM & TEACHERS DOORS, SUPPLY ROOM DOOR, SPEEACH ROOM DOOR, (5) A1-5 DOORS, (5) B1-5 DOORS, (5) C1-5 DOORS, C-WING MECHANICAL DOOR, C-WING JANITOR DOOR, (5) D1-5 DOORS, RESP DOOR, STORAGE DOOR, JANITORS DOOR, (5)E4-8 DOORS; (40) MOTION DETECTORS - (3) K1-3 MOTIONS, OFFICE MOTION, SECRETARYS MOTION, PRINCIPLES MOTIONS, KITCHEN MOTION, CAFETERIA LONG RANGE MOTION, CAFETRIA 35FT MOTION, KITCHEN COUNTER MOTION, WORK ROOM MOTION, (2) TEACHERS LOUNGE MOTIONS, SUPPLY ROOM MOTION, SPEECH ROOM MOTION, (5) A1-5 MOTIONS, (5) B1-5 MOTIONS, (5) C1-5 MOTIONS, (5) D1-5 MOTIONS, (5)E4-8 MOTIONS BAY ALARM TO PROVIDE: NON BAY PATROL	$ 336.00	
1036522	500 ROUGH AND READY RD, SAN JOSE, CA 95133-2099	ARSD PAINTER SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - OFFICE; (1) ADEMCO CELLULAR COMMUINCATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ENTRY; (34) DOOR CONTACTS - NURSE ROOM DOOR, STORAGE DOOR, OFFICE DOOR, WORK ROOM DOOR, (2) K1-2 DOORS, BREAK ROOM DOOR, SPEECH ROOM DOOR, (2) ROOM 27 DOORS, (10) ROOMS 3-12 DOORS, (2) BOILER ROOMS 1-2 DOORS, (12) ROOMS 15-26 DOORS; (31) MOTION DETECTORS - NURSE ROOM MOTION, STORAGE MOTION, OFFICE MOTION, WORK ROOM AND PRINCIPLES MOTION, (2) K1-2 MOTIONS, BREAK ROOM MOTION, SPEECH ROOM MOTION, (13) ROOMS 15-27 MOTIONS, (10) ROOMS 3-12 MOTIONS BAY ALARM TO PROVIDE: NON BAY PATROL	$ 253.00	

1036922	1680 FOLEY AVE, SAN JOSE, CA 95122-2299	ARSD HUBBARD SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - B WING ELECTRICAL ROOM; (1) ADEMCO BACK UP CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (2) KEYPADS - CLERICAL OFFICE, CAFÉ; (38) DOOR CONTACTS - ELECTRICAL ROOM DOOR, ROOM CI DOOR, STORAGE DOOR, (2) C2-3 DOORS, (8) D1-8 DOORS, (2) CAFE DOORS, (9) A1-9 DOORS, (7) B1-7 DOORS, HALLWAY DOOR, GENERAL OFFICE DOOR, NURSES OFFICE DOOR, CLERICAL OFFICE DOOR, PRINCIPLES OFFICE DOOR, (2) LIBRARY DOORS; (35) MOTION DETECTORS - ROOM CI MOTION, STORAGE MOTION, (2) C2-3 MOTIONS, (6) D3-8 MOTIONS, (2) CAFE MOTIONS, (7) A3-9 MOTIONS, B1 MOTION, (5) B3-7 MOTIONS, CLERICAL OFFICE MOTION, NURSES OFFICE MOTION, GENERAL OFFICE MOTION, HALLWAY MOTION, STAFF LOUNGE MOTION, WORK ROOM MOTION, OFFICE G105 MOTION, CONFERENCE TOOM MOTION, PRINCIPLES OFFICE MOTION, LIBRARY MOTION BAY ALARM TO PROVIDE: NON BAY PATROL	$ 336.00	
11901531	3720 E HILLS DR, SAN JOSE, CA 95127-2418	ARSD HORACE CURETON SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP 1912XR CONTROL PANEL - OFFICE CLOSET; (1) SIREN; (2) KEYPADS - OFFICE, KITCHEN; (47) DOOR CONTACTS - OFFICE DOOR, PRINCIPLE DOOR, NURSES DOOR, (2) K1 DOORS, (2) K2 DOORS, (4) CAFETERIA DOORS, KITCHEN DOOR, (2) 5A-B DOORS, (3) ROOMS 6-8 DOORS, (4) SPECIAL ED PORTABLE DOORS, ROOM 1A DOOR, (3) ROOMS 2-4 DOORS, (5) ROOMS 9-13 DOORS, (2) ROOM 14 DOORS, (4) ROOMS 15-18 DOORS, (8) ROOMS M2-9 DOORS, LIBRARY DOOR, MUSIC ROOM DOOR, ROOM 21 DOOR; (22) MOTION DETECTORS - OFFICE MOTION, PRINCIPLES OFFICE MOTION, (2) K1-2 MOTIONS, NORTH MOTION, SOUTH MOTION, KITCHEN MOTION, (2) ROOMS 5A-B MOTIONS, (2) SPECIAL ED PORTABLE MOTIONS, (8) ROOMS M2-9 MOTIONS, LIBRARY MOTION, MUSIC ROOM MOTION, ROOM 21 MOTION BAY ALARM TO PROVIDE: NON BAY PATROL	$ 304.00	
11901556	277 MAHONEY DR, SAN JOSE, CA 95127	ARSD JOSEPH GEORGE SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - MAIN OFFICE; (1) SIREN; (2) KEYPADS - OFFICE, KITCHEN; (44) DOOR CONTACTS - OFFICE DOOR, NURSES OFFICE DOOR, OFFICE M DOOR, BREAK ROOM DOOR, (2) KITCHEN DOORS, (4) CAFETERIA DOORS, BOOK ROOM DOOR, A1 DOOR, A2 DOOR, A4 DOOR, (4) B1-4 DOORS, (6) C1-6 DOORS, (7) D1-7 DOORS, (7) E1-7 DOORS, (2) F1-2 DOORS, PE OFFICE DOORS, (3) P1-3 DOORS; (47) MOTION DETECTORS - OFFICE MOTION, PRINCIPLE MOTION, VICE PRINCIPLE MOTION, NURSES MOTION, SICK ROOM MOTION, OFFICE O MOTION, OFFICE N MOTION, OFFICE M MOTION, BREAK ROOM MOTION, KITCHEN MOTION, CAFETERIA MOTION, BOOK ROOM MOTION, A1 MOTION, A2 MOTION, A4 MOTION, (4) B1-4 MOTIONS, (6) C1-6 MOTIONS, (7) D1-7 MOTIONS, (7) E1-7 MOTIONS, (2) F1-2 DOORS, PE OFFICE MOTION, GIRLS LOCK MOTION, BOYS LOCKER MOTION, (3) P1-3 MOTIONS BAY ALARM TO PROVIDE: NON BAY PATROL	$ 326.00	
11903431	1241 MCGINNESS AVE, SAN JOSE, CA 95127-4026	ARSD THOMAS RYAN SCHOOL AKA RYAN ELEMENTRY		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - OFFICE; (1) SIREN; (2) KEYPADS - OFFICE, K1; (34) DOOR CONTACTS - OFFICE DOOR, STORE ROOM DOOR, ENTRY DOOR, (2) K1 DOORS, (2) K2 DOORS, CAFÉ DOOR, KITCHEN DOOR, (2) STORAGE DOORS, CONFERENCE DOOR, LOUNGE ROOM DOOR, (4) ROOMS 1-4 DOORS, (17) ROOMS 6-22 DOORS; (28) MOTION DETECTORS - OFFICE MOTION, K1 MOTION, K2 MOTION, (2) CAFÉ MOTIONS, CONFERENCE MOTION, LOUNGE ROOM MOTION, (4) ROOMS 1-4 DOORS, (17) ROOMS 6-22 DOORS BAY ALARM TO PROVIDE: NON BAY PATROL	$ 286.00	
2321922 (LEASED)	2930 GAY AVE, SAN JOSE, CA 95127-2398	ARSD BOND MANAGEMENT BUILDING AKA BLDG 100		BAY ALARM TO LEAVE AS IS: (1) DMP XR20 CONTROL PANEL - SERVER ROOM; (1) ADEMCO BACK UP CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ENTRY; (2) DOOR CONTACTS - FRONT DOOR, SIDE DOOR, (6) MOTION DETECTORS - CONFERENCE ROOM MOTION, LOBBY MOTION, FRONT OFFICE MOTION, SECURITY OFFICE MOTION, SERVER MOTION, MANAGERS OFFICE MOTION; (1) GLASSBREAK DETECTOR - CONFERENCE ROOM	$ 98.38	

2415222 (LEASED)	277 MAHONEY DR, SAN JOSE, CA 95127	ARSD JOSEPH GEORGE SCHOOL AKA MUSIC ROOM		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - ELECTRICAL ROOM; (1) SIREN; (1) KEYPAD - FRONT ENTRY; (4) DOOR CONTACTS - FRONT ENTRY DOOR, FRONT SIDE DOOR, REAR RIGHT DOOR, REAR LEFT DOOR; (2) MOTION DETECTORS (2) OPEN AREA MOTIONS	$ 60.80	
2799922	1721 E SAN ANTONIO ST, SAN JOSE, CA 95116	ARSD SAN ANTONIO SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP XR100N CONTROL PANEL - BLDG C SERVER ROOM; (1) SIREN; (2) KEYPADS - LOBBY, KITCHEN; (38) DOOR CONTACTS - (7) BLDG A DOORS, (15) BLDG C DOORS, (6) BLDG K DOORS, (10) BLDG M DOORS; (21) MOTION DETECTORS - (9) BLDG A MOTIONS, (7) BLDG C MOTIONS, (2) BLDG K MOTIONS, (3) BLDG M MOTIONS	$ 726.32	
2870622 (LEASED)	2999 RIDGEMONT DR, SAN JOSE, CA 95127	ARSD ADELANTE PORTABLES		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - PORTABLES IN BACK OF SCHOOL; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (2) KEYPADS - ENTRY, MUSIC ROOM ENTRY; (9) DOOR CONTACTS - OFFICE ENTRY DOOR, OFFICE RESTROOM DOOR, MUSIC ENTRY DOOR, ALL STAR ROOM DOOR, WOMENS RESTROOM DOOR, MENS RESTROOM DOOR, (3) CLASSROOM 1-3 DOORS; (6) MOTION DETECTORS - OFFICE MOTION, MUSIC ROOM MOTION, ALL START ROOM MOTION, (3) CLASSROOM 1-3 MOTIONS	$ 145.21	
2968822 (LEASED)	2050 KAMMERER AVE, SAN JOSE, CA 95116	ARSD LEE MATHESON AKA ACADEMY		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - ROOM G1 OFFICE; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - G1 ENTRY; (6) DOOR CONTACTS - G1 ENTRY, (5) G5-G9 DOORS; (6) MOTION DETECTORS - G1 ENTRY, (5) G5-G9 MOTIONS	$ 121.02	
3209222 (LEASED)	1601 CUNNINGHAM AVE, SAN JOSE, CA 95122	ARSD SLONAKER AKA ROOMS K1-K4		BAY ALARM TO LEAVE AS IS (1) DMP XT30 CONTROL PANEL - K1 EAST WALL; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ENTRY; (4) DOOR CONTACTS - (2) K1 DOORS, (2) K2 DOORS; (2) MOTION DETECTORS - K1 MOTION, K2 MOTION	$ 103.19	
3268322	1290 BAL HARBOR WAY, SAN JOSE, CA 95122-1902	DORSA SCHOOL-PORTABLE AKA ARSD		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - FRONT DOOR; (1) SIREN; (1) KEYPAD - ENTRY; (20 DOOR CONTACT - FRONT DOOR, REAR DOOR BAY ALARM TO PROVIDE: NON AGENT REPSONSE	$ 82.68	
3987122 (LEASED)	2000 KAMMERER AVE, SAN JOSE, CA 95116	ARUSD CESAR CHAVEZ AKA BLDG 20		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - SPEECH ROOM; (1) DMP LTE CELLULAR COMMUINCATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ROOM 20; (9) DOOR CONTACTS - (2) ROOM 18 DOORS, MUSIC ROOM DOOR, SPEECH ROOM DOOR, LIBRARY DOOR, (4) ROOMS 20-23 DOORS; (3) MOTION DETECTORS - (2) ROOM 18 MOTIONS, CYPHUR ROOM MOTION; (2) GLASSBREAK DETECTORS - ROOM 18 GLASSBREAK, SPEECH ROOM GLASSBREAK BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE	$ 119.59	
3999422	1290 BAL HARBOR WAY, SAN JOSE, CA 95122	ARSD DORSA SCHOOL AKA PORTABLES P7&P8		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - ROOM P7; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (2) KEYPADS - P7, P8; (4) DOOR CONTACTS - (2) ROOM P7 DOORS, (2) ROOM P8 DOORS; (2) MOTIONS DETECTORS - ROOM P7 MOTION, ROOM P8 MOTION BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE' BAY ALARM LINK APP	$ 133.74	
4073622 (LEASED)	1601 CUNNINGHAM AVE, SAN JOSE, CA 95122	ARSD SLONAKER ANNEX		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - ROOM 2; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ROOM 2 ENTRY; (3) DOOR CONTACTS - (3) ROOMS 1-3 DOORS, (2) MOTION DETECTORS - (2) ROOMS 1-2 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 98.48	
4101522 (LEASED)	2050 KAMMERER AVE, SAN JOSE, CA 95116	ARSD LEE MATHESON SCHOOL AKA PORTABLES P1-P4		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - PORTABLE 2; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - PORTABLE 2; (4) DOOR CONTACTS - (4) PORTABLES P1-P4 DOORS; (4) MOTION DETECTORS - (4)PORTABLES P1-P4 BAY ALARM TO PROVIDE: NON BAY VERIFIED REPSONSE; BAY ALARM LINK APP	$ 121.57	

4115122	660 SINCLAIR DR, SAN JOSE, CA 95116	ARSD MATHESON AKA MULTI-PUPOSE BUILDING		BAY ALARM TO LEAVE AS IS: (1) DMP XR550 CONTROL PANEL - MAIN ELECTRICAL ROOM; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (4) KEYPADS - CLASSROOM HALL, LOBBY, MAC'S OFFICE, GYM; (23) DOOR CONTACTS - CLASSROOM HALL DOOR, (2) LOBBY DOOR, MACS CLASSROOM 22 DOOR, MACS OFFICE DOOR 1, MACS OFFICE DOOR 2, MACS HALLWAY DOOR 3, CLASSROOM 6 DOOR, CLASSROOM HALL DOOR 1, CLASSROOM HALL DOOR 2, ROOF HATCH, (2) CLASSROOM 11 DOORS, (6) GYM DOORS, MACS STORAGE DOOR, COURTYARD DOOR, WEIGHT ROOM DOOR, CLASSROOM 126 DOOR; (10) MOTION DETECTORS - CLASSROOM 22 MOTION, MACS HALL MOTION, HEALTH CLINIC MOTION, (3) CLASSROOM 3-5 MOTIONS, HALLWAY MOTION, (3) GYM MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED REPSONSE; BAY ALARM LINK APP	$ 145.89	
4169322 (LEASED)	1680 FOLEY AVE, SAN JOSE, CA 95122	ARSD HUBBARD SCHOOL AKA PORTABLES P4 P5 & P6		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - CLASSROOM H107; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) KEYPAD - P11; (4) DOOR CONTACTS - (2) P10 DOORS, (2) P11-P12 DOORS; (5) MOTION DETECTORS - P10 MOTION, (2) P11 MOTIONS, (2) P12 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 116.93	
4305922 (LEASED)	1680 FOLEY AVE, SAN JOSE, CA 95122	ARSD HUBBARD AKA PORTABLE H101		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - PORTABLE H101; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - PORTABLE 5; (3) DOOR CONTACTS - (3) PORTABLE 4-6 DOORS; (6) MOTION DETECTORS - (2) PORTABLE 4 MOTIONS, (2) PORTABLE 5 MOTIONS, (2) PORTABLE 6 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 121.56	
4306022 (LEASED)	1680 FOLEY AVE, SAN JOSE, CA 95122	ARSD HUBBARD AKA PORTABLES H100-H102		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - PORTABLE 2; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - PORTABLE 2; (3) DOOR CONTACTS - (3) PORTABLE 1-3 DOORS; (6) MOTION DETECTORS - (2) PORTABLE 1 MOTIONS, (2) PORTABLE 2 MOTIONS, (2) PORTABLE 3 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 133.14	
4306222 (LEASED)	1680 FOLEY AVE, SAN JOSE, CA 95122	ARSD HUBBARD AKA PORTABLES H103-105		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - PORTABLE H104; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - H104; (3) DOOR CONTACTS - P7 DOOR, H104 DOOR, P9 DOOR; (6) MOTION DETECTORS - (2) PORTABLE 7 MOTIONS, (2) H104 MOTIONS, (2) PORTABLE 9 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 121.56	
4645122 (LEASED)	3720 E HILLS DR, SAN JOSE, CA 95127	ARSD HORACE CURETON SCHOOL AKA CLASSROOM 1 & 2 PROTECTION		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - ROOM 1; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ROOM 1; (4) DOOR CONTACTS - (2) ROOM 1 DOORS, (2) ROOM 2 DOORS; (2) MOTION DETECTORS - ROOM 1, ROOM 2 BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 99.75	
4699622 (LEASED	2930 GAY AVE, SAN JOSE, CA 95127	ARSD ALUM ROCK CORP YARD AKA BAYGUARD		BAY ALARM TO LEAVE AS IS: (1) BAYGUARD CONTROL PANEL - BLDG 400; (1) BAYGUARD CELLULAR COMMUNICATOR - AT PANEL; (1) KEYPAD - AT PANEL; (6) BAYGUARD MOTION VIEWERS - (2) CONTAINER 1, (2) CONTAINER 2, (2) CONTAINER 3 BAY ALARM TO PROVIDE: CATCHVIEW OF ALL ACTUAL EVENTS	$ 262.50	

540322	2930 GAY AVE, SAN JOSE, CA 95127-2398	ARSD ALUM ROCK FOOD/TRANS AKA THE CORP YARD / BLDG 600		BAY ALARM TO LEAVE AS IS: (1) DMP XR200 CONTROL PANEL - BATHROOM; (1) ADEMCO BACK CELLULAR COMMUINCATOR - AT PANEL; (1) SIREN; (4) KEYPADS - OFFICE, TRANSPORTATION, FNC, PRINTSHOP; (11) DOOR CONTACTS - OFFICE DOOR, TRANSPORTATION DOOR, DRIVERS READY ROOM DOOR, DISPATCH DOOR, DIRECTORS DOOR, MAN FOOD DOOR, OHD 3 MAN DOOR, FREEZER DOOR, (2) FNC DOORS, PRINT SHOP DOOR (6) ROLL UP DOOR CONTACTS - WEST RUD, RUD 1, N RUD, SMALL RUD, (2) RUD WAREHOUSE 2; (13) MOTION DETECTORS - WAREHOUSE MIDDLE MOTION, WAREHOUSE MOTION, (2) OFFICE 3 MOTION, WAREHOUSE LEFT MOTION, WAREHOUSE RIGHT MOTION, (3) DISPATCH MOTIONS, DIRECTORS OFFICE MOTION, OFFICE 2 MOTION, SHED MOTION, TRANSPORTATION ROOM MOTION; (4) 360 MOTION DETECTORS - (2) FNC 360 MOTIONS, (2) PRINT SHOP 360 MOTIONS BAY ALARM TO MONITOR CRITICAL EVENT: (1) FREEZER TEMPERATURE - AT FREEZER	$ 137.00	
4160922 (LEASED)	2800 OCALA AVE, SAN JOSE, CA 95148	ARSD OCALA SCHOOL		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - OFFICE; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - OFFICE; (3) DOOR CONTACTS - OFFICE DOOR, (2) S1-S2 DOORS; (4) MOTION DETECTORS - OFFICE MOTION, (2) S1-S2 MOTIONS, FACULTY OFFICE MOTION BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 121.58	
4152522 (LEASED)	1290 BAL HARBOR WAY, SAN JOSE, CA 95122	ARSD DORSA SCHOOL AKA PORTABLE P6		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - FRONT ENTRY; (1) DMP 3G CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - ENTRY; (2) DOOR CONTACTS - FRONT DOOR, REAR DOOR; (1) MOTION DETECTOR - ENTRY BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 93.79	
4733722 (LEASED)	1990 KAMMERER AVE, SAN JOSE, CA 95116	ARSD PRESLEY		BAY ALARM TO LEAVE AS IS: (1) DMP XT30 CONTROL PANEL - FRONT OFFICE; (1) DMP LTE CELLULAR COMMUNICATOR - AT PANEL; (1) SIREN; (1) KEYPAD - OFFICE ENTRY; (6) DOR CONTACTS - FRONT DOOR, REAR DOOR, (4) CLASSROOMS 1-4 DOORS, (5) MOTION DETECTORS - HALL MOTION, (4) CLASSROOMS 1-4 MOTIONS BAY ALARM TO PROVIDE: NON BAY VERIFIED RESPONSE; BAY ALARM LINK APP	$ 100.00	

****READ ALL PAGES BEFORE YOU SIGN****

Authorized Signature: _____ **Date:** 3/18/22

Printed Name: ED VILLARREAL JR

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

To: Hilaria Bauer, Ph.D., Superintendent

From: Ed Villarreal, Director of Maintenance, Operation, and Transportation

Re: Contract Approval- Selway Construction, Inc., 2021-2022

Date: March 4, 2022

Summary:
Selway Construction, Inc. will fix leaking water pipe behind electrical box cabinet at Sylvia Cassell Electrical Room, Building D. Once fixed Selway will put back and clean up electrical wires up to code and seal all other openings.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Selway Construction, Inc., in the amount of $7,539.00 for the 2021-2022 fiscal year.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

AGREEMENT FOR REPAIR AND MAINTENANCE PROJECTS

TO: DIVISION OF BUSINESS SERVICES

CONTRACT NO: _____

FROM: Maintenance, Operations & Transportation (M.O.T.)

INDIVIDUAL/COMPANY NAME: **Selway Construction, Inc.**

VENDOR NO: _____

ADDRESS: **977 Feller Avenue, San Jose, CA 95127**

FAX NUMBER: _____

TELEPHONE NUMBER: **(408) 422-2162**

TAX ID NUMBER: 84-2990639

E-Mail: www.selwayconstruction.com

BOARD APPROVAL DATE: April 14, 2022

CONTRACT TERM: From: April 15, 2022 – June 30, 2022

CONTRACTOR'S OBLIGATION: In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/ or reports:

A. One-line description for the Governing Board report: **Provide Emergency Replace and Repairs related to Plumbing Issues at Sylvia Cassell Elementary School, Electrical Room Building D.**

B. Full description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach Scope of work, proposals exhibit and other pertinent documentation.

BUDGET CODE:

FD	RESC	PY	OBJECT	SB-OB	GOAL	FCTN	CST-CTR	LOC	PROG	AMOUNT
140	0000	0	5815	00	0000	8500	000000	200	8131	$7,539.00

Program Manager/Principal _____ **Date:** 3/4/22

Superintendent _____ **Date:** _____

Fiscal Approval _____ **Date:** 3/10/2022
Accountant

Director of Fiscal Services _____ **Date:** 3/10/22

Asst Supt, Bus Services _____ **Date:** 3/10/22

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment Provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Form B-210) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

_____ a. **Fee Rate:** $ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

_____ b. **Flat Rate:** $ _____ to be the total payment to the Contractor including travel and/or other expenses.

__X__ c. **Other: $7,539.00 (NTE)** FY: **2021-2022**

SELWAY CONSTRUCTION
1013 Pecten Court, Milpitas, CA 95035
(408) 422-2162
www.selwayconstruction.com
CL#1056018
DIR#1000515440

Date: 2/15/2022
Attention: Arturo Vazquez
Customer Name: ARUSD
Project Name: ARUSD Sylvia Cassell Electrical Room Building D

Job Description:

1. **Safe off electrical**
2. **Remove electrical cabinet**
3. **Repair pvc pipe directly behind electrical cabinet that we are removing. If the leak is not in the pipe directly behind the electrical cabinet additional cost may be needed.**
4. **Reinstall existing electrical cabinet**
5. **Clean up wires at 1 electrical cabinet**
6. **Repair drywall where removed by others**
7. **Fire tape new drywall**
8. **Install 3 owner supplied cabinet doors**

Total Price: $7,539.00

Exclusions: Permits, Plans, Unforeseen items.
This quote is good for no more than 30 days.

We propose to do the work specified above and on any addendums attached, furnishing all labor and material as specified for a sum of $ plus sales tax with payment to be made as follows: Due upon receipt of invoice.

NOTE: This price does not include permits and inspections fees. This price does not include primary wording in insurance or any cost for a waiver of subrogation. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon accidents, delays beyond our control and shall not be binding prior to credit approval. Selway to carry all necessary insurance required by local ordinances, a certificate of insurance will be furnished upon request. If legal processes are required by Selway Construction, Inc. to recover full payment from the customer of this statement, the customer may also pay all reasonable attorney fees and court costs. Call me with any questions at (408) 422-2162

SELWAY CONSTRUCTION, INC.	*CUSTOMER*
Submitted by: **Philip Selway**	Accepted by:
Title: **Project Mgr.**	Title: DIRECTOR MOT
Date: **2/15/2022**	Date: 2/18/22

ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

To: Hilaria Bauer, Ph.D., Superintendent

From: Ed Villarreal, Director of Maintenance, Operation, and Transportation

Re: Contract Approval- Selway Construction, Inc., 2021-2022

Date: March 28, 2022

Summary:
Selway Construction, Inc. will re-pipe three compartment sink drain to connect through the wall and trench to the sewer main line at Adelante II Dual Language Academy Kitchen. As a result, will remediate the poor drainage in the kitchen.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Selway Construction, Inc., in the amount of $13,784.00 for the 2021-2022 fiscal year.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

AGREEMENT FOR REPAIR AND MAINTENANCE PROJECTS

TO: DIVISION OF BUSINESS SERVICES

CONTRACT NO: _____

FROM: Maintenance, Operations & Transportation (M.O.T.)

INDIVIDUAL/COMPANY NAME: **Selway Construction, Inc.**

VENDOR NO: _____

ADDRESS: **977 Feller Avenue, San Jose, CA 95127**

FAX NUMBER: _____

TELEPHONE NUMBER: **(408) 422-2162**

TAX ID NUMBER: 84-2990639

E-Mail: www.selwayconstruction.com

BOARD APPROVAL DATE: April 14, 2022

CONTRACT TERM: From: April 15, 2022 – June 30, 2022

CONTRACTOR'S OBLIGATION: In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/ or reports:

A. One-line description for the Governing Board report: **Adelante Dual Language Academy II: Kitchen Plumbing and Concrete.**

B. Full description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach Scope of work, proposals exhibit and other pertinent documentation.

BUDGET CODE:

FD	RESC	PY	OBJECT	SB-OB	GOAL	FCTN	CST-CTR	LOC	PROG	AMOUNT
140	0000	0	5815	00	0000	8500	000000	450	8131	$13,784.00

Program Manager/Principal _____ **Date:** 3/28/22

Superintendent _____ **Date:** _____

Fiscal Approval Marion Newt **Date:** 3/28/22
Accountant

Director of Fiscal Services L DeCelles for Efrain Robles **Date:** 3/29/22

Asst Supt, Bus Services Kal S **Date:** 3/29/22

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment Provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Form B-210) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

_____ a. **Fee Rate:** $ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

_____ b. **Flat Rate:** $_____ to be the total payment to the Contractor including travel and/or other expenses.

__X__ c. **Other: $13,784.00 (NTE)** FY: **2021-2022**

SELWAY CONSTRUCTION
1013 Pecten Court, Milpitas, CA 95035
(408) 422-2162
www.selwayconstruction.com
CL#1056018
DIR#1000515440

Date: 3/15/2022
Attention: Arturo Vazquez
Customer Name: ARUSD
Project Name: Adelante 2 Kitchen Plumbing and Concrete

Demo existing exposed piping under sink in kitchen
Install new exposed piping under sink to be installed in the reverse
Punch hole through wall
Sawcut and excavate through concrete and landscape
Supply and install new drain line and tie into existing line in landscape area
Backfill and pour concrete over trench

Total Price: $13,784.00

Exclusions: Permits, Plans, Temp Fence.
This quote is good for no more than 30 days.

We propose to do the work specified above and on any addendums attached, furnishing all labor and material as specified for a sum of $ plus sales tax with payment to be made as follows: Due upon receipt of invoice.

NOTE: This price does not include permits and inspections fees. This price does not include primary wording in insurance or any cost for a waiver of subrogation. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon accidents, delays beyond our control and shall not be binding prior to credit approval. Selway to carry all necessary insurance required by local ordinances, a certificate of insurance will be furnished upon request. If legal processes are required by Selway Construction, Inc. to recover full payment from the customer of this statement, the customer may also pay all reasonable attorney fees and court costs. Call me with any questions at (408) 422-2162

SELWAY CONSTRUCTION, INC.	*CUSTOMER*
Submitted by: **Philip Selway**	Accepted by:
Title: **Project Mgr.**	Title: DIRECTOR MOT
Date: **3/15/2022**	Date: 3/18/22

ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT

2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

To: Hilaria Bauer, Ph.D., Superintendent

From: Ed Villarreal, Director of Maintenance, Operation, and Transportation

Re: Contract Approval- Selway Construction, Inc., 2021-2022

Date: March 28, 2022

Summary:
Selway Construction, Inc. will demo partitions in unused restroom in the E-wing and construct a functioning laundry room at Joseph George Middle School. Plumbing will be redone, wall cracks, plumbing caps covered, and all around painting

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Selway Construction, Inc., in the amount of $14,985.00 for the 2021-2022 fiscal year.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

AGREEMENT FOR REPAIR AND MAINTENANCE PROJECTS

TO: DIVISION OF BUSINESS SERVICES — CONTRACT NO: _____

FROM: Maintenance, Operations & Transportation (M.O.T.)

INDIVIDUAL/COMPANY NAME: **Selway Construction, Inc.** — VENDOR NO: _____

ADDRESS: **977 Feller Avenue, San Jose, CA 95127** — FAX NUMBER: _____

TELEPHONE NUMBER: **(408) 422-2162**

TAX ID NUMBER: 84-2990639 — E-Mail: www.selwayconstruction.com

BOARD APPROVAL DATE: April 14, 2022

CONTRACT TERM: From: April 15, 2022 – June 30, 2022

CONTRACTOR'S OBLIGATION: In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/ or reports:

A. One-line description for the Governing Board report: **Joseph George Middle School, Laundry Room Remodel.**

B. Full description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach Scope of work, proposals exhibit and other pertinent documentation.

BUDGET CODE:

FD	RESC	PY	OBJECT	SB-OB	GOAL	FCTN	CST-CTR	LOC	PROG	AMOUNT
140	0000	0	6200	00	0000	8500	000000	450	8131	$14,985.00

Program Manager/Principal _____ **Date:** 3/28/22

Superintendent _____ **Date:** _____

Fiscal Approval Maria Deaton **Date:** 3/29/22
Accountant

Director of Fiscal Services L DeCillis for Efrain Robles **Date:** 3/29/22

Asst Supt, Bus Services Kal S **Date:** 3/29/22

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment Provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Form B-210) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

_____ a. **Fee Rate:** $ _____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

_____ b. **Flat Rate:** $ _____ to be the total payment to the Contractor including travel and/or other expenses.

__X__ c. **Other: $14,985.00 (NTE)** FY: **2021-2022**

SELWAY CONSTRUCTION
1013 Pecten Court, Milpitas, CA 95035
(408) 422-2162
www.selwayconstruction.com
CL#1056018
DIR#1000515440

Date: 3/15/2022
Attention: Arturo Vazquez
Customer Name: ARUSD
Project Name: Joseph George Laundry Room Remodel

Cut and cap plumbing for old toilets
Demo partitions
Replace 1 ceiling vent
Patch cracks in floor, walls, and ceiling
Supply and install custom dryer vent in existing window
Install owner supplied Washer and dryer
Supply and install water heater
Repair missing tiles
Prep and paint the walls, tile and ceiling with PSX 700 Paint

Total Price: $14,985.00

Exclusions: Permits, Plans, Temp Fence.
This quote is good for no more than 30 days.

We propose to do the work specified above and on any addendums attached, furnishing all labor and material as specified for a sum of $ plus sales tax with payment to be made as follows: Due upon receipt of invoice.

NOTE: This price does not include permits and inspections fees. This price does not include primary wording in insurance or any cost for a waiver of subrogation. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements contingent upon accidents, delays beyond our control and shall not be binding prior to credit approval. Selway to carry all necessary insurance required by local ordinances, a certificate of insurance will be furnished upon request. If legal processes are required by Selway Construction, Inc. to recover full payment from the customer of this statement, the customer may also pay all reasonable attorney fees and court costs. Call me with any questions at (408) 422-2162

SELWAY CONSTRUCTION, INC.	*CUSTOMER*
Submitted by: **Philip Selway**	Accepted by:
Title: **Project Mgr.**	Title: DIRECTOR MOT
Date:	Date: 3/18/22

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Special Education (School/Dept.) VENDOR NO. 20756

PROGRAM MANAGER: Anthony Colonna

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Partridge Consulting, INC.

   Address: 1644 Faith Dr. City: Hughson State: CA Zip: 95326

   Phone: (408) 316-5646 Email Address: _____

   SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date July 1, 2022 end date July 31, 2023

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Provide ongoing training, direct services, parent support, assessments, data analysis and program support to Alum Rock students diagnosed with autism. These services are provided district wide to include ESY for 2021/2022 and 2022/2023.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   X a. **Fee Rate:** $5,500/mth per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   _____ b. **Other:** $_____ (describe rate agreement) _____

   Total of $66,000

3/24/22

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
080	6546-0	5815-00-5750	-1190	60,500	000000-380	6546
080	6500-0	5815-00-5750	1130	5,500	000000-380	1750

AD 3/24/22

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Partridge Consulting Inc.
1644 Faith Dr.
Hughson CA 95326
408.316.5646

Responsibilities and Duties for ABA Consultant

I provide individualized, data-based instruction, using a curriculum that focuses on the development of language skills for children with a diagnosis of Autism. The language instruction is based on an analysis of the student's existing Verbal Behavior. Positive behavioral interventions are designed to capture the student's existing motivation such that they have immediate benefits from using their skills both at home and at school. The primary objective of the program is to teach skills, which will allow the students to successfully transition into a higher level, educational environment where they will continue to acquire important skills. Therefore the emphasis of the program is to develop language and other educational skills, which will allow the students to readily acquire a variety of new skills without the need for intensive instruction. The program is designed to require a high rate of responding by the students throughout their school day while maintaining the student's motivation to participate in the educational tasks by providing a high ratio of positive reinforcement. Teaching occurs both during structured sessions and during ongoing activities outside of the structured teaching sessions. First Trial Data is collected to ensure that the students are acquiring the skills being taught in the teaching sessions.
This service is based on a student's function in the school setting and is not based solely on medical diagnosis or language\cognitive delay. Eligibility for services will depend on educational needs, not just whether the child will benefit in some way from ABA. ABA is not intended to optimize skill levels but rather to develop as much as possible the foundations necessary for the child to purposely interact and benefit from his or her specific educational placement. ABA service is determined within the context of many issues including but not limited to, overall functional level, specific educational goals and objectives and /or class placement and functional language levels. ABA services can be provided through 1:1 and small group direct service, monitoring and consultation within the student's classroom, depending on which delivery model will best serve the needs of the child.

My duties include the initial assessment of students for ABA service. I provide a written assessment report for the student's IEP. I attend the student's IEP meetings to present my recommendations for service. I provide a written Progress Report and attend the student's annual IEP meetings as well as any other IEP team meetings. I also provide training and on-going supervision for the district therapists and teachers as needed on site in behavioral instructional methodology including reinforcement techniques, shaping of behavior, Discrete Trial Therapy, verbal behavior instruction, correction procedures, interspersal techniques, and data collection methods. The student's progress is constantly monitored and updated as well. Parent consultation is provided on an as needed basis

This proposal is for the upcoming year of July 1st 2022 -June 30, 2023. I am currently responsible for over 90 student's programs. Compensation to be at a rate $66,000 of per year

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Special Education (School/Dept.) VENDOR NO. _____

PROGRAM MANAGER: Anthony Colonna

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Vista Center for the Blind and Visually Impaired

   Address: 2500 El Camino Real #100 City: Palo Alto State: Ca Zip: 94306

   Phone: (650) 858-0202 Email Address: bsmall@vistacenter.org

   SSN: _____ or Fed I.D. #: 94-1196206

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date July 1, 2022 end date July 31, 2023

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Orientation and Mobility training will be provided to students who have a visual impairment which limits or causes a safety issue when traveling in familiar or unfamiliar environment. This service is required as per students' IEP for the two students enrolled in Alum Rock with visual impairment. Services will be provided during the 22/23 school year and include Extended School Year(ESY) for both 2022 and 2023

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   X a. **Fee Rate:** $ 190.00 per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   _____ b. **Other:** $_____ (describe rate agreement) _____

   080-6500-05815-00-5001-3140-000000-380-1801

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
				10,000		

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Doc ID: 73bd22a8895ad2a6d92781171ae43ba71e4e4fcb

VISTA
CENTER

For the Blind and Visually Impaired

SCOPE OF SERVICES

General Description:
Vista Center for the Blind and Visually Impaired (Vista Center) will provide travel training to visually impaired students identified by the School District as needing such services and meeting the set criteria in the students' IEP. Orientation and Mobility (O&M) training will be provided to students who have a visual impairment which limits or causes a safety issue when traveling in familiar and unfamiliar environments. The School District will send an authorization to Vista Center to provide O&M training for each student based on the IEP goals. Vista Center will provide a credentialed Orientation and Mobility Instructor to assess the students travel skills and provide training to meet IEP goals.

Purpose:
The goal of Vista Center is to provide greater independence to visually impaired students to enable them to travel safely and efficiently in the school, home and community.

Model for Providing Services

Referral Process:
The School District will refer students who have Orientation and Mobility services listed in their IEP. The School District will send Vista Center an Individual Service Agreement or purchase order stating the eligible student's information (name, address, phone number, etc.), his/her IEP, and any medical information relevant to providing O&M services to the student. All information related to students will be kept strictly confidential by both the School District and Vista Center staff.

The O&M Instructor will go to the student's school/home for the initial intake, assessment and to begin training.

Assessment and Training Plan:
All new students will be screened to determine their eligibility for Orientation and Mobility. Part of the functional assessment will be to determine the students' level of competence in necessary travel skills including but not limited to:

- ability to walk around home/school environment safely
- ability to describe present location in relationship to other objects
- (if a cane user) ability to demonstrate safe cane techniques as defined by the O&M Profession.
- ability to walk up and down a short flight of stairs safely
- ability to perform intersection analysis for safe crossings

- physical stamina to walk

Such skills are deemed necessary based on the standard curriculum set by the professional field of Orientation and Mobility. The student's ability to perform these skills will determine what level of training the student needs.

Generally, Orientation and Mobility training is taught one-on-one.

Safety Issues:
Safety of the student is of utmost importance to the O&M Instructor. A student is monitored at all times during a lesson. Until the students skills are proven to the instructor, the student is always within arms reach. During a street crossing, the instructor is at the students side at all times, although no body contact is made unless the student steps off the curb at an inappropriate time.

Performance Standards:
A student is considered to have completed his/her training when he/she demonstrates the ability to complete all IEP goals and travel safely and independently. Before signing off on a goal, each student is interviewed by the instructor to insure that he/she feels able to perform the goal safely.

Reporting/Documentation:
Vista Center has an electronic database where all student information and daily progress notes are recorded. Vista Center will provide monthly invoices detailing the lesson date, hours used during the month. As requested by the school or parents detailed progress notes can be provided. For the IEP meeting a final written report stating present level of progress and what the student learned, assessment of customer's ability to learn, and an assessment of the effectiveness of training as well as new goals for the coming year will be provided.

RESPONDER'S QUALIFICATIONS AND EXPERIENCE

Vista Center has provided Orientation and Mobility for over 50 years to the community, schools, and home environment. Currently, Vista Center has 2 O&M Instructors who have extensive training in Orientation and Mobility and can provide the services discussed in the IEP.

Orientation and Mobility Instructors at Vista Center are required to have a Master's Degree and/or Credential in Orientation and Mobility from an accredited university. Continuing education is stressed at Vista Center.

VISTA
CENTER
for the Blind and Visually Impaired

School Year 2022-2023
Service Rates

Service	Rate
Orientation and Mobility	$190 per hour
Teacher of the Visually Impaired (TVI)	$190 per hour
Assistive Technology	$190 per hour
IEP meetings	$190 per hour
Transcription Services	See below

Assessment Fees	Flat Fee
Orientation and Mobility	$1250
(includes assessment 4-8 hrs and attendance of IEP meeting)	
Functional Vision Assessment	$2250
(includes assessment 12-20 hrs and attendance of IEP meeting)	

Braille Transcription
$5.00 per literary page
$6.00 per math or nemeth page
$6.00 per graphic, drawing, or complex formatting
$10.00 per binding (cover and spiral)
$0.20 per print page copy
Shipping will be Free Matter for the Blind Unless otherwise specified at additional cost

Technology Rentals
Electronic Magnifier (CCTV) $75 monthly
Perkins Braille Writer $50 monthly

2500 El Camino Real, Palo Alto, CA 94306
3315 B Mission Drive, Santa Cruz, CA 95065
101 N. Bascom Ave. San Jose, CA 95128

P 650-858-0202 F 650-858-0214 W vistacenter.org
P 831-458-9766 F 831-426-6233
P 408-295-4016. F 408-295-1398

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal (School/Dept.) VENDOR NO. 021914

Submitted by: Sandra Garcia

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Jose Valdes Math Foundation

   Address: P.O. Box 26484 City: San Jose State: CA Zip: 95159

   Phone: (408) 758-8831 Email Address: bob.turner@josevaldesmath.org

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date June 13, 2022 end date July 28, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Jose Valdes Math Foundation offers summer enrichment and remedial math programs to students in 4th-7th grade.from June 13, 2022 to July 28, 2022 at District provided campus or virtual sessions as needed.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $ 85,500 (describe rate agreement) Payment of $42,750 on or before May 13, 2022 remaining payment of $42,750 to be paid on or before August 3, 2022

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
060	7425	0	5815	00	1110	1000	000010	360	7390	$85,500	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Doc ID: 72bdd652b20173247f2fb2f0e062848b2fe2f17e0

Memorandum of Understanding
Alum Rock Union Elementary School District and the José Valdés Math Foundation

This Memorandum of Understanding (MOU) establishes the terms and understanding between the Alum Rock Union Elementary School District (DISTRICT) and the José Valdés Math Foundation (JVMF).

A. PURPOSE

JVMF will offer:

1. A Common Core Summer Institute (Enrichment) Program for students currently in 5th grade, 6th grade, and 7th grade, who meet or exceed math standards (Levels 3 and 4). These classes will be conducted over a 28-day period at DISTRICT-provided campus site[s] (Monday, June 13, 2022, to Thursday, July 28, 2022; see Attachment #1 - Summer Schedule). The DISTRICT and JVMF anticipate having 70% or more of the participating students completing the Summer Institute Program to improve at least one grade level in math proficiency.

2. A Common Core Summer Academy (Remedial) Program for students currently in the 4th grade, 5th grade and/or 6th grade who do not meet or nearly meet math standards (Levels 1 and 2). These classes will be conducted over a 28-day period at DISTRICT-provided campus site[s] (Monday, June 13, 2022, to Thursday, July 28, 2022; see Attachment #1 - Summer Schedule). The DISTRICT and JVMF anticipate having 70% or more of the participating students completing the Summer Academy Program to improve at least one grade level in math proficiency (with approximately 25% of those improving by more than a year).

B. SCOPE

The DISTRICT and JVMF shall provide to participating students, selected by the DISTRICT, the opportunity to be placed in an appropriate math grade level once they return to class in the Fall.

The JVMF Summer Program objectives will be measured through the following metrics:

- Pre/Post tests administered by JVMF;
- Teacher recommendation;
- Achieving scores on standardized tests that reflect that the student is capable of meeting grade-level expectations;
- DISTRICT standardized-testing data:

2018–19 Achievement Level	Grade 4	Grade 5	Grade 6	Grade 7
Standard Exceeded: Level 4	10.69%	14.20%	11.54%	10.50%
Standard Met: Level 3	18.51%	13.54%	15.23%	13.12%
Standard Nearly Met: Level 2	36.16%	27.07%	28.76%	26.72%
Standard Not Met: Level 1	34.64%	45.19%	44.47%	49.66%

https://caaspp-elpac.cde.ca.gov/caaspp/ViewReport?ps=true&lstTestYear=2019&lstTestType=B&lstGroup=1&lstGrade=13&lstSchoolType=A&lstCounty=43&lstDISTRICT=69369-000&lstSchool=0000000

C. TERMS

DISTRICT shall:

1. Contact parents of selected students notifying them of their child's acceptance into the JVMF Summer Program.
2. Make every reasonable effort to ensure a minimum of 120 Institute (Enrichment) students and a minimum of 200 Academy (Remedial) students.
3. Develop and implement a system to register selected students via the JVMF online registration page(s).
4. Secure a maximum of 21 classrooms at DISTRICT-provided campus site(s), as well as an office space and an isolation room, including any other necessary provisions to comply with DISTRICT COVID-19 safety protocols.
5. To provide relevant training regarding safety protocols to prevent the spread of COVID-19 consistent with CDC, State and DISTRICT guidelines.
6. Provide chromebooks/laptops and/or other appropriate electronic devices for student virtual learning, if/as needed.

7. Provide breakfast and/or lunches for participating students.
8. Track performance of participating students and provide student data to JVMF upon the new academic school year.
9. Pay $712.50 per participating Institute (Enrichment) student. DISTRICT shall issue JVMF a payment of $42,750 on or before Friday, May 13, 2022, which is equal to 50% of the number of students anticipated to participate. The remaining $42,750 shall be paid to JVMF on or before Wednesday, August 3, 2022.

JVMF shall:

1. Administer both JVMF Summer Math Programs (Valdés Math Academy and Valdés Math Institute) to DISTRICT-eligible students over a 28-day period at DISTRICT-provided campus site[s], from Monday, June 13, 2022, to Thursday, July 28, 2022.
2. Provide, hire and compensate teachers, teaching assistants, and other staff as needed.
3. Purchase and provide curriculum material/supplies.
4. Provide classes consisting of mutually-agreed-upon hours of math instruction per day, with homework as necessary.
5. Finalize pre/post data from JVMF and submit to DISTRICT no later than September 30, 2022.

DISTRICT and JVMF shall:

Work collaboratively to ensure that students are placed in the appropriate math level in the JVMF Summer Program and in the following school year.

D. DURATION OF MOU

The term of this MOU is for a period beginning June 1, 2022 (upon Board approval) through September 30, 2022, and may be extended/renewed upon written mutual agreement.

Either party may terminate this MOU upon thirty (30) days written notice without penalties or liabilities.

MOU Agreed to On _____ / ____ / _____ (Date)

BY:

Hilario Bauer, Ph. D., Superintendent Alum Rock Elementary School District 2930 Gay Avenue San Jose, CA 95127	Robert Escobar, Executive Director José Valdés Math Foundation P.O. Box 26484 San Jose, CA 95159

Attachment: Schedule of Class Sessions:

7-Week Valdes Math Program
Start: Monday, June 13, 2022
End: Thursday, July 28, 2022
June (14 days)--Monday-Thursday/Friday:
13, 14, 15, 16, 17
20, 21, 22, 23, 24
27, 28, 29, 30
July (14 days)--Monday-Thursday:
6, 7
11, 12, 13, 14
18, 19, 20, 21
25, 26, 27, 28

There is no class on either Monday, July 4th, or Tuesday, July 5th.
Two Friday dates have been added in June: June 17th and June 24th.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State & Federal Dept (School/Dept.) VENDOR NO. _____

Submitted by: Sandra Garcia

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Little Heroes

   Address: 5669 Snell Ave #275 City: San Jose State: CA Zip: 95123

   Phone: (408) 679-7779 Email Address: _____

   SSN: _____ or Fed I.D. #: 46-0805877

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date Jun 21, 2022 end date Jul 2, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Little Heroes will provide summer camp to 6 schools (Chavez, Adelante, Dorsa, Russo, Renaissance and Sheppard) where students learn about renaissance art, science and outdoor fun.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $ 77,000.00 (describe rate agreement) The program cost is divided with 6 schools: (Chavez, Adelante, Dorsa, Russo, Renaissance and Shepard) up to a total of 280 students to be served.

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5815	00	1110	1000	000010	360	5051		3/23/22

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Little Heroes– Scope of Work

Summer Camp

Terms of Service:

The contract if valid for the summer of 2022. June 21st- July 2nd

Program Components:

Each Program Component will be maintained to the expectations of the Program Coordinator and Administration team. Estimated start dates for each Component depend upon in school start date

1 Hour of daily art instruction (projects will be based on weekly theme provided by Little Heroes)

1 Hour of daily science instruction (Projects will be based on weekly theme provided by Little Heroes)

1 hour of organized outdoor activities (these activities will be selected by Little Heroes staff)

30 min daily snack time for students , daily intro and closing daily.

Program Cost:

Chavez : 60 students , 3 employees ($8,250 per week) total = $16,500

Adelante :60 students , 3 employees ($8,250 per week) total = $16,500

Dorsa: 40 students , 2 employees ($5,500 per week) total= $11,000

Russo: 40 students , 2 employees ($5,500 per week)total = $11,000

Renaissance: 40 students , 2 employees ($5,500 per week)total=$11,000

Shepard :40 Students , 2 Employees ($5,500 per week)total=$11,000

Summer Camp:

Little Heroes is proud to provide a quality in depth hands on and award winning summer camp to our communities. Each week at camp is theme based to really spark the interest of our campers and keep them excited to learn and grow each week. Whether it's Star Wars Week where we dive into the mighty universe and Space, or Medieval Times where our students learn about renaissance art and learn the physics behind catapults and bow and arrows. We build curriculum that ignites passions in Arts, Sciences, and Outdoor fun. Every day campers will get to experience all aspects of camp. There's surely to be something for everyone!

Day to Day Expectations:

Maintain each component to its expectations.

Keep constant communication with Administration and Office Staff

Open and available to aid administration in anything they shall need.

Provide each student with fun and engaging activities daily

Provider Expectations:

All Little Heroes personnel shall be properly cleared to work within the district. A background check, TB Test, Fingerprinting, and CPR/First Aid certifications are all required before arriving on campus.

Each School agrees to provide the following for our coaches:

A basic set of equipment. Enough to successfully run 5-6 organized games.

An office workspace for the coach. A place to prep in any downtime, and respond to work calls and emails.

Access to a computer. Being assigned one for the year would allow for a more efficient school year.

An area to host after school meetings and trainings. (classroom, library, etc)

Daily Schedule

7:45am-8am- welcome / student check in

8am-8:15am- Camp skit/ welcome activity

8:15am-9:15am- First rotation Art/science/ Outdoor

9:20am-10:20am - Second rotation Art/Science/Outdoor

10:20am-10:50am- Snack time

10:50-11:50am- Third rotation Art/Science/Outdoor

11:50am-12pm- Check out

Agreement:

This Agreement represents the entire understanding of the parties with respect to the subject matter hereof and supersedes all prior negotiations and Agreements concerning the same. Each party may terminate this contract for any reason, at any time.

ALUM ROCK UNION SCHOOL DISTRICT:

Print Name: Hilaria Bauer, Ph.D., Superintendent

Sign: _____

Date: _____

PROVIDER:

Print Name: Jarzzale Beeks

Sign: _____

Date: 03 / 22 / 2022

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State & Federal Dept. (School/Dept.) VENDOR NO. _____

Submitted by: Sandra Garcia

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Tutorworks Academic Services

   Address: 700 Airport Boulevard, Suite 450 City: Burlingame State: CA Zip: 94010

   Phone: (650) 298-8867 Email Address: _____

   SSN: _____ or Fed I.D. #: 20-0044202

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date Jun 21, 2022 end date Jul 22, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Tutorworks provides learning experiences for students in 4th - 8th grades by building tangible STEAM skills in a motivational learning environment. Tutorworks will serve 45 students for 57 hours of service from all schools in ARUSD.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $ 54,737.00 (describe rate agreement) (Not to exceed)

   Will serve 45 students for 57 hours of service.

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5815	00	1110	1000	000010	360	5051	$54,737.00	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

TUTORWORKS
Academic Services
SCOPE OF WORK-ARUSD

INTRODUCTION

TUTOR**WORKS** utilizes a blended learning approach which combines the use of educational software and personalized instruction from certified tutors to create very engaging and highly effective learning experiences for every student. TUTOR**WORKS** has served more than 25,000 students in 140 school districts and more than 1500 schools. TUTOR**WORKS** has successfully transitioned our intervention programs from classroom settings to hybrid live and synchronous remote learning. We understand well the promise and challenges of using a blended learning approach to achieve significant academic gains. Our hybrid remote learning programs have evolved from nearly 20 years of experience promoting students' growth and development in technology-rich environments.

Our Purpose and Mission

TUTOR**WORKS'** purpose is to support students as they develop their enormous potential to create a life with meaning. TUTOR**WORKS'** mission is to create transformational learning experiences in a motivational learning environment by building tangible skills and nurturing a growth mindset. TUTOR**WORKS'** programs do this by combining two contrasting strategies: fierce commitment to tangible, discrete skills and an equally fierce commitment to open-ended and imaginative learning activities. We focus on building mastery of foundational skills through deliberate practice and through a positive, personalized and culturally relevant learning experience that meets students where they are and supports them to achieve the next level in their learning.

For more details on the virtual delivery of services please see the TUTOR**WORKS** Remote Learning Plan (enclosed).

HYBRID ACADEMIC INTERVENTION

TUTOR**WORKS** remote learning format includes an emcee to motivate students, academic coaches to provide personalized support and small group instruction where students practice literacy skills with engaging instructors using a kinesthetic model. TUTOR**WORKS** also includes creative options to introduce academic content, art class to teach academic language and story time to build comprehension skills.

In our end of year survey, parents overwhelming preferred the new format. Only 4% of parents preferred to return to the traditional delivery of services. Among the parents who preferred the remote tutoring format, two thirds of the parents preferred the option of accessing TUTOR**WORKS** from home.

In the summer of 2021-22, TUTOR**WORKS** will continue its highly engaging remote learning format with flexible options for students to access the program from multiple places. Our hybrid intervention model allows students to access the TUTOR**WORKS** programming either at school with a TUTOR**WORKS** staff member supporting students, in the afterschool program, or from home. The modular-based classes allow for flexible scheduling to accommodate different implementation models.

INSTRUCTIONAL OVERVIEW

TUTOR**WORKS** programs focus on foundational math and literacy skills, as well as test preparation for the CAASPP. Our intervention programs focus on robust student learning in an engaging and fun environment that motivates students and helps them become more confident with academic knowledge and their test taking skills.

Using a variety of interactive and differentiated pedagogical approaches, TUTOR**WORKS** teaches and reinforces foundational skills and standards from the California Common Core Standards. Our programs are customized to the needs of the school and may include the following areas of focus: foundational literacy and math skills (including phonemic awareness, phonics, fluency, vocabulary, comprehension, fluency in computation and knowledge of math facts); CCCS Standards Mastery & SBAC Prep (including individualized support needed to fill knowledge gaps and master important test-taking skills and techniques for both the SBAC and CAHSEE assessments.); Classwork / Homework Support (individualized instruction based on classroom assignments); or Advanced Math & Science Support (including Pre-Algebra, Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, Trigonometry, Earth Science, Marine Science, Biology, Chemistry, and Physics).

TUTOR**WORKS** currently delivers all services remotely using live, synchronous classes with licensed teachers and trained TUTOR**WORKS** staff, and also offers hybrid services for seamless integration with onsite services.

PROGRAMS

Our instructional approach in action is evident in the three TUTOR**WORKS** programs we will provide to ARUSD. All of our programs can be customized to meet the specific needs of individual schools. Two essential elements anchor all of our services: the hero's journey thematic framework through the power of personal narrative; and parent engagement to promote learning based on the well-established link between parental involvement and students' academic success.

TUTOR**WORKS** will run programs from June 21, 2022 – July 22, 2022. The cost of the program sis $54,737 for 45 students for 57 hours of service. TUTOR**WORKS** will serve students from all schools in ARUSD in grades 4-8.

TUTORWORKS MASTERY

The TUTOR**WORKS MASTERY** Program is based on the belief that every student can better understand concepts and learn how to master academic skills. TUTOR**WORKS MASTERY** is one of our signature programs and has contributed to the academic success of over 25,000 students utilizing a Mastery Learning instructional strategy which embraces students' individual learning styles.

TUTOR**WORKS** believes in utilizing a blended learning approach which combines personalized instruction from highly qualified instructors and the use of a variety of educational and digital tools. This blended approach accelerates learning and produces tangible results. In the new world of hybrid learning our 20 years' experience leveraging digital tools has made our remote learning programs engaging and impactful.

TUTOR**WORKS** programs determine student progress using a variety of both formative and summative assessments that are built into the program. As our programs focus on mastery, we examine the number of goals mastered as well as summative tests that mirror high stakes tests (such as the SBAC, CAHSEE, etc.) to determine student progress. Students in our programs have consistently made statistically significant gains and progress on these continuous and final summative assessments.

> Mastery Learning is an instructional strategy, formally proposed by Benjamin S. Bloom, which maintains that students must achieve a level of mastery before moving forward to another subject area. If students do not achieve mastery, they are given additional support in learning the information, until mastery has been accomplished. **TUTORWORKS** programs follow the methods of Mastery Learning.

We begin an individual's personalized program by assessing current learning levels and identifying strengths and weaknesses. We utilize assessment results to design and customize learning modules which identify specific achievement goals and skills that must be mastered in the way that the individual learns most effectively. Each learning module is catered to individual needs and can be adjusted as the goals are mastered.

TUTORWORKS MASTERY Program Structure

Each TUTOR**WORKS MASTERY** program includes 1 – 3 learning modules and utilizes a blended learning approach which combines the use of educational software and personalized instruction from certified instructors to create very engaging and highly effective learning experiences for every student. TUTOR**WORKS MASTERY** is a program that can be customized to meet students' specific needs. Our **MASTERY** programs can focus on building foundational literacy and math skills, developing higher-order critical thinking skills, test preparation or support in advance subjects. **MASTERY** Programs utilize a small-group instructional model and integrate both TUTOR**WORKS** certified staff and technology-based supports as part of the instructional program. **MASTERY** programs are customized to the needs of the school or district and may include the following areas of focus:

Areas of Focus

Foundational Reading Skills: Using the "See It, Hear It, Say It" instructional strategy, students use Explode The Code Online to improve foundational literacy skills including phonemic awareness, phonics, fluency, vocabulary, and comprehension. Our data-driven phonics instruction program features individualized instruction and reinforcement-based continuous assessment. (1^{st} – 8^{th} grades)

Foundational Mathematical Skills: Using strategies such as "practice with modeling," "incremental rehearsal," and fun math drills, students use the XtraMath program to promote fluency in computation and knowledge of math facts. XtraMath uses adaptive timed activities to encourage students to answer the questions as quickly as possible combined with spaced repetition to efficiently develop recall. Instruction focuses on basic math skills which are carefully sequenced to follow a logical order of concepts including number sense and operations, spatial relationships and shapes, comparing and measuring, and pattern knowledge. (1^{st} – 8^{th} grades)

California Common Core State Standards Mastery: Students receive small-group instruction on areas of need identified through our assessments or school choice. Students are then gradually released to complete lessons utilizing our computer-adaptive curriculum, *Study Island* or another curriculum chosen in consultation with the school. This component supports students in navigating and mastering technology enhanced items on the Smarter Balanced Assessments and CAASPP Systems by providing valuable experience in computer-adaptive tests and performance tasks. This focus also

provides students the individualized support needed to fill knowledge gaps and master important test-taking skills and techniques for both the SBAC and CAHSEE assessments. (3rd – 12th grades)

Classwork / Homework Support: Instruction is combined with independent learning to ensure that students not only understand classwork or homework concepts, but also learn how to apply those skills to achieve a deeper level of learning. (3rd – 12th grades)

Advanced Math & Science: Instruction is small group and one-on-one. All instruction is individualized. Our highly qualified and certified tutors are trained to provide different styles of teaching to best match the variety of learning styles in each student. Math courses include Pre-Algebra, Algebra I, Algebra II, Geometry, Pre-Calculus, Calculus, and Trigonometry. Science courses include Earth Science, Marine Science, Biology, Chemistry, and Physics. (7th – 12th grades)

SCHOOL MASTERY

TUTOR**WORKS** School **MASTERY** provides individualized instruction in one-on-one, small or large groups to support CCCS Standards mastery during classroom instruction. In School **MASTERY**, our academic tutors provide assistance in all of the above areas of focus to all grade levels as directed by the classroom teacher or school staff. In 2020-21, TUTOR**WORKS** began providing this push-in academic support to support English learners in the classroom. This model worked especially well in the remote environment where our instructors could listen to the class instruction alongside the students, then work with the students in breakout rooms to provide additional assistance or work with students after class to help complete the homework assignments. If requested, TUTOR**WORKS** can provide the remote School **MASTERY** program in ARUSD.

A sample daily session schedule is shown below:

SAMPLE SCHEDULE	
TIME	**ACTIVITY**
5 minutes	Welcome and Check-In
25 minutes	CCCSS Mastery ELA
30 minutes	Phonics-based Literacy
25 minutes	CCCSS Mastery Math
5 minutes	Review of Academic Progress and Reflection
130 minutes (1.5 hours)	**TOTAL SESSION INSTRUCTIONAL TIME**

TUTORWORKS CODE WRITE DRAW INTERVENTION

TUTOR**WORKS CODE WRITE DRAW** provides transformational learning experiences for students in 4th-8th grades by building tangible STEAM (Science, Technology, Engineering, Arts and Math) skills in a motivational learning environment. In this program students code a video game, write a novella based on the *Hero's Journey*, and learn how to draw. TUTOR**WORKS CODE WRITE DRAW INTERVENTION** combines the highly engaging **CODE WRITE DRAW** program with extra class time focused on the computational thinking skills that anchor the coding class and the mechanics of the writing process (including sentence and paragraph structure, editing, and grammar).

RESEARCH BASIS

TUTOR**WORKS CODE WRITE DRAW** is grounded in our theory of change that motivation of students and parents is critical to student success. The **CODE WRITE DRAW** model is based on:

- The demonstrated ability of out-of-school activities (especially related to STEM) to motivate and empower families around student learning,
- The evidence-based use of narratives to connect participants to a learning experience and promote a growth mindset,

The Value of STEM and Out-of-School-Time Learning

Technological advances have made it essential for all students to be exposed to and develop proficiency in STEM disciplines. However, wealthier parents are able to spend almost seven times more on out-of-school-time enrichment for their children than disadvantaged families, creating an opportunity gap (McCombs, Whitaker & Yoo, 2017; Duncan & Murnane, 2011). Supplemental programs can offer underserved youth access to new and enriching experiences that could yield lasting developmental benefits. Increasingly, funders, policy makers, and practitioners recognize the vital role families play in raising youth awareness of and participation in STEM programs (see Kekelis & Sammet, 2018). Yet STEM can be intimidating for parents (especially those with less formal education) who may not feel confident in their knowledge to support their child in STEM-related activities (Kekelis & Ottinger, 2018). As STEM complexity has increased, the challenges of explaining the utility and importance of STEM mastery to parents have increased as well. Research shows that families can strengthen their children's STEM learning by developing a STEM-rich home environment; creating a mindset that promotes strong STEM identities; and participating in activities across a variety of settings (Caspe, 2018). The TUTOR**WORKS** parent workshops and exhibition empowers parents with accessible and engaging STEM resources and concrete strategies to encourage their children's STEM learning both in school and at home.

The Power of the Personal Narrative

In our two decades of working with students and their parents to support learning outcomes, we have observed the effectiveness of using personal narratives as an instructional framework. A well-constructed narrative contains essential elements to support learning by (Szurmak & Thuna, 2013): making something abstract more concrete/immediate; contextualizing information with a framework to place the new knowledge into (and thus improve retention and understanding); and allowing participants to have more immediate emotional experiences they can relate to (and therefore remember).

TUTORWORKS CODE WRITE DRAW – A PIONEERING APPROACH

Staffed by credentialed teachers, teacher candidates, and para-professional staff, the program promotes foundational literacy or math skill mastery and STEAM skills through coding, creative writing, and the arts.

This cohort-based learning program has been a favorite during modified school settings with **greater than 90% attendance** across all programs.

Each participant receives at least 36 hours of STEAM-related instruction during the session. The program uses a *Hero's Journey* thematic framework and includes exposure to local industry professionals who share their own STEAM journeys. The hero's journey is a research-based concept (Campbell, 1949, 1988) that describes a series of stages that the hero archetype goes through that are visible in the mythologies from multiple cultures (see https://tinyurl.com/yxh59r9e for a description). The program culminates with an exhibition where students present their completed work to industry expert judges and families. Our innovative approach focuses both on the foundational aspects of STEAM – the

challenging experience of skill-building through deliberate practice – and on the motivational aspects of STEAM through video game design and personal narrative work, using tools that students can continue to use after the program ends. Our integrated and adaptable program is designed to captivate the interest of students with diverse backgrounds and different levels of academic preparation.

CODE WRITE DRAW Program Structure

Each **CODE WRITE DRAW** program includes 3 project-based-learning modules: coding, writing, and art and 1 optional module: electives. The novella and game projects are designed to be personally meaningful and fun. While students are engaging in intense learning activities, their experience is that they are "having fun". Throughout, instructors stress the connection between academic skills and real-world applications. The "Hero's Journey" provides an exemplar of the growth mindset. The program culminates with an exhibition where students present their work to industry expert judges and families. The hands-on classes consist of large group instruction by expert teachers and studio time led by assistant teachers to further differentiate the curriculum based on student needs. Students participate in the program in cohorts of 8 students to foster community and build strong connections between staff and students. Cohorts can be based on grade level, skill level or English proficiency level. Programs can be scheduled to take place during school, afterschool, Saturdays and during intercessions. The minimum program length for **CODE WRITE DRAW** is 36 hours. This program can be customized to meet the needs of the school or district (e.g., number and choice of modules, length of program, etc.). A sample program schedule is shown below:

SAMPLE SCHEDULE	
TIME	**ACTIVITY**
5 minutes	Welcome and Check-In
50 minutes	Writing Module / Art Module / Coding Module (25 minutes instruction from expert teacher and 25 minutes studio time in cohorts of 8)
5 minutes	Break
50 minutes	Writing Module / Art Module / Coding Module (25 minutes instruction from expert teacher and 25 minutes studio time in cohorts of 8)
10 minutes	Review of Academic Progress and Reflection
150 minutes (2 hours)	**TOTAL SESSION INSTRUCTIONAL TIME**

TUTORWORKS FOUNDATIONS

The TUTOR**WORKS READ DRAW FUN** class is for 1st – 5th grade students. This live, teacher-led, synchronous remote learning class combines dynamic expert instructors with a team of academic coaches who support the students in each class. TUTOR**WORKS FOUNDATIONS** Program combines **READ DRAW FUN** with small group instruction (1/3 or 1/8 staff/student ratio). The **FOUNDATIONS** program includes the cohort-based model which combines dynamic expert instructors for the learning modules with a team of academic coaches who are responsible for student engagement and success. The **FOUNDATIONS** program also includes small group instructors who work with students in small groups or one-on-one to focus on areas of need identified by the curricula. The small group instruction modules are scheduled before, during or after the **READ DRAW FUN** classes. A unique feature of the **FOUNDATIONS** program is the TUTOR**WORKS** emcee who leads the module transitions with stretches, jokes (fun puns), activities and songs.

SCOPE OF WORK-ARUSD

The **FOUNDATIONS** instructional program is focused on teaching phonics-based literacy, foundational math concepts, and basic computational math using our adaptive learning and kinesthetic pedagogical approaches. The program provides interactive, *teacher led* digital literacy and mathematics activities and art instruction with live teachers using our adaptive curricula including *Explode The Code Online* and *XtraMath*. The pairing of reading and math with art provides mental stimulation for both sides of students' brains and pairs a learning activity that children are more likely to regard as fun (art) with one they may have less enthusiasm for (reading and math).

The **FOUNDATIONS** program includes two adaptive learning modules (foundational literacy and foundational math) and one kinesthetic module (academic language through art or sign language). The centerpiece of instruction in the adaptive learning modules is the computer-aided curricula with its sophisticated branching and data analysis features that differentiate the curriculum for each student. The kinesthetic modules reinforce the foundational skills and engage students. In additional, all students receive 30 minutes of individualized small group instruction during each session. Small group instructors are trained teachers who engage students in interactive and personalized foundational literacy activities focusing on phonemic awareness, fluency, phonics, vocabulary, and comprehension.

RESPONSIVE INDIVIDUALIZED ATTENTION

A critical feature of the **READ DRAW FUN** program is the combination of dynamic expert instructors for the learning modules with a team of academic coaches behind the scenes who provide responsive positive praise and communication with each of the students in the class. It's safe and personalized both through chat, student input and recognition during the livestream.

Highlights of the program include:

- Energetic staff leading interactive activities and songs, stretching, jokes and fun puns
- Progress reports for students, parents and teachers
- Full compliance data collected automatically including attendance and achievement indicators
- Weekly raffle and prizes
- Students can submit artwork via email or computer for review by instructors
- Art class requires only a pencil and paper

Students access the live classes from the password protected remote learning portal on the TUTOR**WORKS** website (which can be linked to the district's remote learning page). A sample schedule is shown below:

Adaptive Learning - Literacy Module (ELA) – *Phonics-based literacy instruction*
Adaptive Learning - Math Module(Math) – *Foundational math practice*
Kinesthetic Module – Academic Language (K-AL) – *Academic language through art or sign language*
Small Group Instruction (SGI) – *Small group instruction based on student needs*

TIME	GRADES	MON	TUES	WED	THU
2:30 PM – 3:00 PM	1-2	ELA / SGI	ELA / SGI	ELA / SGI	ELA / SGI
3:00 PM – 3:30 PM	1-2	ELA / SGI	ELA / SGI	ELA / SGI	ELA / SGI
3:30 PM – 4:00 PM	3-5	K-AL / SGI	K-AL / SGI	K-AL / SGI	K-AL/ SGI
4:00 PM – 4:30 PM	3-5	ELA / SGI	ELA / SGI	Math / SGI	Math / SGI

4:30 PM – 5:00 PM	3-5	Math / SGI	Math / SGI	ELA / SGI	ELA / SGI

CURRICULA & MATERIALS

To keep students engaged and focused in the learning environment, TUTOR**WORKS** uses research-based curricula and a combination of pedagogical approaches: adaptive learning modules (individualized instruction), kinesthetic and project-based modules.

Adaptive Learning Modules

TUTOR**WORKS** adaptive learning modules feature differentiated, computer-based literacy and math software that targets and fills gaps in students' foundational math and literacy skills. In these modules the teacher introduces the day's activities, then the students work independently. Academic coaches provide support and encouragement through chat while the teacher monitors student work and recognizes students' daily progress.

The centerpiece of our adaptive learning module for reading is the computer-aided, research based literacy program, *Explode the Code Online*, with sophisticated branching and data analysis features that differentiates the literacy intervention curriculum for each student. *Explode The Code Online,* built and owned by TUTOR**WORKS**, is an award-winning foundational reading program that utilizes an Orton-Gillingham approach. This multi-sensory, mastery-based program provides explicit and direct instruction of phonics in an easy to use format. *Explode The Code* fosters successful reading skills focusing on phonemic awareness, fluency, phonics, vocabulary, and comprehension, and is aligned to the California CCSS. The program supports students in navigating and mastering technology enhanced items on the Smarter Balanced test and provides valuable experience in adaptive computer-based assessment environments. *Explode The Code Online* includes over 95 specific phonics and word analysis skills spanning the following California CCSS:

	Grade				
California CCSS Standard Category	**K**	**1**	**2**	**3**	**4**
Word Analysis, Fluency, and Systematic Vocabulary Development					
Concepts About Print	✔	✔			
Phonemic Awareness	✔	✔			
Decoding and Word Recognition	✔	✔	✔	✔	
Vocabulary and Concept Development	✔	✔	✔	✔	✔
Writing Strategies					
Organization and Focus	✔	✔			
Written and Oral English Language Conventions					
Spelling	✔	✔	✔	✔	✔
Listening and Speaking Strategies					
Comprehension	✔				
Word Analysis, Fluency, and Systematic Vocabulary Development					
Word Recognition					✔

Our adaptive learning module for foundational math practice is *XtraMath.* Students use this program to develop automaticity in addition, subtraction, multiplication and division, and build confidence in

mathematics. *XtraMath* is an online program used to help students build their foundational math skills. It focuses on building automaticity with math facts, starting with addition and working up to division. The idea is that if a student can immediately recognize the math facts, they then have cognitive resources available to do more complicated analysis. *XtraMath* includes the following California CCSS:

	Grade						
California CCSS Standard Category	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Number and Operations in Base Ten							
Beginning Addition	✔						
Beginning Subtraction	✔	✔					
Addition			✔	✔	✔		
Subtraction			✔	✔	✔		
Multiplication					✔		
Division					✔		
Expanded Addition						✔	✔
Expanded Subtraction						✔	✔
Expanded Multiplication						✔	✔
Expanded Division						✔	✔

Our adaptive learning module for test preparation features *Study Island*, explicitly designed to help students master the content specified in the Common Core standards. *Study Island* provides rigorous content for Math and English Language Arts & Literacy, and provides PARCC- and SBAC-aligned item types. Study Island includes a supplemental criterion-based formative computer-based assessment program for the California content standards that is valid, reliable and aligned to the California Common Core Standards. The test bank consists of thousands of questions and item types (selected response, constructed response, table, fill-in, graphing, etc.) that are aligned with each of the California Content Standards and Common Core Standards. *Study Island* supports the learning process with engaging, interactive lessons and activities to promote higher-order thinking and inquiry. For the complete list of standards and objectives, please see Appendix A.

Together these curricula cover comprehensively K-12 grade California CCSS skills. Students receive instruction on a selection of these skills based on our pre-assessment results and the goals of each program. Each of these curricula has built in formative assessment. This provides a much more robust way to monitor student progress than the traditional pre-test, mid-program test and post-test model. Our continuous assessment is invisible to students but informs instructional staff so they can adapt in real time. It also allows students, parents and school staff to receive on demand updates on student progress, rather than waiting for the mid-point or end of the program.

Kinesthetic Mastery Modules

TUTOR**WORKS** kinesthetic mastery modules offer students an interactive way to learn and practice foundational skills in math, literacy and writing. In the kinesthetic modules, students are guided to apply and practice concepts in meaningful and fun activities and to practice and build automaticity and discursive fluency in foundational math and literacy skills. Using a mix of whole class, small group, and one-on-on guided practice, students engage in essential practice in math, literacy and writing.

During whole class guided practice, teachers reinforce target academic vocabulary and subject-specific language genres, using a kinesthetic approach. Our kinesthetic modules are designed for maximum

engagement and may look more like games than academic activities, but each activity is grounded in academic content and objectives.
Kinesthetic modules include:

- Whole class, small group and one-on-one guided writing instruction to develop writing fluency, work on basic sentence structure and build confidence in writing.
- Whole class guided drawing activities to reinforce and practice math concepts such as distance, ratio, and proportion, and reasoning with shapes and their attributes.
- Whole class guided math activities to reinforce foundational math.
- Small group and one-on-one guided literacy instruction to develop reading fluency and work on basic phonic pronunciation and sentence-level constructs.

Project Based Learning (PBL) Modules

In contrast to the adaptive learning and kinesthetic mastery modules that focus primarily on foundational math and literacy skills, TUTOR**WORKS** project based learning (PBL) modules focus on writing and computational thinking, and are more appropriate for upper elementary and middle school students.

TUTOR**WORKS** project based learning modules feature a multi-week project that students complete under the guidance of an expert instructor. PBL modules include a mix of teacher-led direct instruction, guided practice on project components, and *studio time,* which is small group, supervised work time.

Project based modules include:

Coding

In the coding module, students learn the basics of computational thinking in order to design and build a multi-level video game. Students use *ReadyMaker*, an open-ended software creator designed for grades four to eight, that introduces computational thinking, and follows the Common Core State Standards as well as the Computer Science Teacher Association Standards. Because of its graphical user interface, *ReadyMaker* is accessible to students who are bilingual learners or have emerging literacy skills. Computational thinking and coding skills are important educational assets for students in high school and beyond, and coding with game design is an engaging learning activity for both boys and girls.

Writing

In the writing module, students learn the basics of story creation and write a short story based on the archetype of the *Hero's Journey*. This PBL module integrates culturally sustaining pedagogy to foreground students as agents of change in their world and give them structured ways to reflect on and reimagine their past, present or future. The writing module also draws on students' own experiential and educational resources: because students write an original short story, they guide the creative process with the support of our teachers, who provide instruction in language and narrative structure. At the end of the module, students have created a round character with a hero's journey character arc, have completed a storyboard and have written and edited several drafts of a hero's journey narrative. Students' final narrative is published as a novella.

Art

In the art module, students learn the foundations of drawing and produce at least three illustrations for their hero's journey novella. Our art instruction is not only designed to teach students basic skills in drawing but it is also designed to demonstrate the connection between art and mathematics. Art is fundamentally about seeing and visually mapping the world onto paper using lines, and so is geometry. Each Art lesson introduces academic language and makes a direct connection between a mathematics concept and a drawing skill (e.g., shapes, ratios, proportion, perspective, etc.) At the end of the art

module, students have created three complete illustrations, including multiple thumbnails, sketches and drafts of each illustration.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. 022701

PROGRAM MANAGER: _____

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Dora Dome Law Offices

   Address: 511 Telegraph Ave #164 City: Oakland State: CA Zip: 94609

   Phone: (510) 301-6667 Email Address: dora@doradomelaw.com

   SSN: _____ or Fed I.D. #: 27-4917778

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date 3/21/2022 end date 6/30/2023

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   For School and District Office Administrators/Staff to attend various educational law professional developments. Such as bullying prevention and disciplinary like expulsion/suspencion.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   ____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $3,000 (describe rate agreement) (3 hrs or less per session)

5. **BUDGET CODE:** 010-0000-0-5815-00-1110-1000-000000-305-5020

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
				3,000.00		

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Dora Dome Law
5111 Telegraph Ave., #164
Oakland, CA 94609
dora@doradomelaw.com
www.Doradomelaw.com
(510) 301-6667

AGREEMENT FOR TRAINING SERVICES

This Agreement is made and entered into this 24th day of March, 2022 by and between the **Alum Rock Union Elementary School District, 2930 Gay Ave, San Jose, CA 9512**7, hereinafter referred to as Client, and Dora J. Dome Law Offices, hereinafter referred to as Attorney.

In consideration of the promises and the mutual agreements hereinafter contained, Client and Attorney agree as follows:

Client seeks training services for educational, legal compliance and/or loss prevention purposes, and hereby appoints Attorney to provide a legal training presentation titled "Student Discipline Basics."

Attorney agrees to provide said training for a fixed fee of $3,000. The fee includes:

- One – Virtual Three Hour session;
- 25 Student Discipline resource Binders.

Client shall be truthful with Attorney, cooperate with Attorney, keep Attorney informed of developments, perform the obligations it has agreed to perform under this Agreement and pay Attorney bills in a timely manner.

Attorney shall send Client a statement for fees and costs at the end of the calendar month following the presentation. Client shall pay Attorney's statements within thirty (30) days after each statement's date.

Attorney agrees to keep current and in force at all times a policy covering incidents of legal malpractice.

It is expressly understood and agreed to by both parties that Attorney, while carrying out and complying with any of the terms and conditions of this Agreement, is an independent contractor and is not an employee of the Client.

At times, it may be necessary for Attorney to consult and/or collaborate with specialized counsel. Such specialized counsel will be billed at $325 per hour. Attorney's training is provided for educational, legal compliance and loss-prevention purposes. The training is not itself intended to convey or constitute legal advice for particular issues or circumstances. Legal advice sought before or after the training is available at Attorney's standard hourly rates and contract terms. Client agrees to pay Attorney's Half Day Training rate of Three Thousand dollars ($3,000 - Three hours or less) and Full Day Training rate of Four Thousand - Five Hundred Dollars ($4,500 - Four – Six hours), with a maximum of Sixty (60) participants, inclusive of travel costs and expenses. At times, it

may be necessary for Attorney to consult and/or collaborate with trainers with specialized expertise and to have said trainers co-present or present on behalf of Attorney. Such specialized training services will be billed at Attorney's training rate.

Additionally, in light of Covid-19 and the potential implications for in person staff trainings, District agrees to pay Attorney's virtual (e.g. Zoom) Half Day Training rate of Two Thousand dollars ($2,000 - Three hours or less) and virtual Full Day Training rate of Three Thousand - Five Hundred Dollars ($3,500 – Three+ – Six hours).

Disclosure: Attorney is affiliated with Epoch Education ("Epoch"), a company that provides education development services and trainings. Attorney does not offer legal services through Epoch, but clients may obtain certain of Attorney's online trainings through that company. From time to time Attorney may recommend Epoch's services and products to Client for Client's consideration. Attorney shall have no role in any decision by Client whether to enter into a relationship with Epoch for any purpose. This disclosure is intended to comply with all applicable rules including California Rule of Professional Conduct 3-310. If District has any questions or concerns about this at any time, it may contact Attorney.

Client or Attorney may terminate this Agreement by giving thirty (30) days written notice of termination to the other party.

IN WITNESS WHEREOF, the parties hereto have signed this Agreement for Professional Services.

Alum Rock Union Elementary School District

_____ _____

Dr. Hilaria Bauer, Superintendent Date

DORA J. DOME LAW OFFICES

Dora J Dome March 24, 2022

Dora J Dome Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Board Ready Memo Form

To: Hilaria Bauer, Ph.D., Superintendent

From: Brett Littrell, Chief Technology Officer

Re: Approve Fortune Telecom

Date: March 31, 2022

Description of services being provided:
The District has been experiencing an uptick in the number of break-ins and vandalism of its properties. To help mitigate this problem, it was decided to deploy security cameras around the district to record areas with a high rate of theft and vandalism. The District must run data cabling and install the cameras in locations specified by facilities to utilize previously purchased cameras. The District has gathered three competitive quotes for installing wiring and security cameras across the District.

Fortune Telecom: $23,840 Camera and Data Jack Installation
ITMGT: $43,622: Data Jack Install Only
E3 Systems: $105,458.23 camera and Data

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Fortune Telecom, a local, female-owned company with a good track record with other schools and communities in the area.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Information Technology Support Services Dep. (School/Dept.) VENDOR NO. 300626

Submitted by: Brett Littrell

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Fortune Cabling Services

   Address: 10092 South Blaney Ave. City: Cupertino State: CA Zip: 95014

   Phone: (408) 646-8877 Email Address: cheree@fortunecabling.com

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date April, 15, 2022 end date June 30, 2022

3. **CONTRACTOR'S OBLIGATION:** In consideration of the compensation, the Contractor shall provide the following services, materials, products, and/or reports:

   A. Description of services to be provided and expected results (e.g. services, materials, products and/or reports). Attach proposals, exhibits and other documentation if necessary:

   Install security cameras at all school sites and district office.

4. **COMPENSATION:** In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a, b, or c)

   _____ a. **Fee Rate:** $_____ per hour/day of service as may be requested by ARUESD, not to exceed a maximum of _____ hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

   X b. **Other:** $ 26,045.20 (describe rate agreement) Per quote #031022-01through #031022-22

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	000	0	5815	00	0000	7700	000000	460	5040	26,045.20	

6. **TERMINATION:** This contract may be terminated by ARUESD at its sole discretion, upon 30-day advance written notice thereof to the Contractor, or canceled immediately by written mutual consent.

7. **INDEPENDENT CONTRACTOR STATUS:** This contract is by and between two independent contractors and is not intended to and shall not be construed to create the relationship of agent, servant, employee, partnership, joint venture, or association. In executing this agreement, the Contractor certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUESD. Additionally, as the Contractor is not an ARUESD employee, ARUESD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

8. **COMPLETENESS OF AGREEMENT:** This agreement constitutes the entire understanding of the parties and any change or modification shall be in writing and signed by both parties hereto.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-01
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Adelante Academy	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-02
DATE: MARCH 10, 2022

TO: Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Adelante Academy II	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to Admin Office camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$380.00	$380.00
1 Camera	1. Provide and install 1 each new Cat6 wire runs from IDF to Bathroom camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$490.00	$490.00
		SUBTOTAL	$870.00
		SALES TAX	
		TOTAL	$870.00

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-03
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Cassell ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-04
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Chavez ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-05
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Cureton ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-23
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
District Office	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Cameras	Scope of Work: 1. Provide and install 3 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 3 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$1,140.00
		SUBTOTAL	$1,140.00
		SALES TAX	
		TOTAL	$1,140.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions.

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-06
DATE: MARCH 10, 2022

TO: Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Dorsa ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to Admin Office camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$380.00	$ 380.00
2 Cameras	1. Provide and install 1 each new Cat6 wire runs from IDF to Bathroom and Community Center camera locations. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim new cameras, District furnished. Total Materials and Labor:	$490.00	$ 980.00
		SUBTOTAL	$1,360.00
		SALES TAX	
		TOTAL	$1,360.00

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-07
DATE: MARCH 10, 2022

TO: Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Fischer MS	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
5 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to 4 Admin Bldg camera locations. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$380.00	$1,900.00
1 Camera	1. Provide and install 1 each new Cat6 wire runs from IDF to Bldg D higher fascia camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$490.00	$ 490.00
		SUBTOTAL	$2,390.00
		SALES TAX	
		TOTAL	$2,390.00

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-08
DATE: MARCH 10, 2022

TO: Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
George MS	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to 3 Bldg camera locations. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$380.00	$1,140.00
1 Camera	1. Provide and install 1 each new Cat6 wire runs from IDF to Gym/Bathroom camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$490.00	$ 490.00
		SUBTOTAL	$1,630.00
		SALES TAX	
		TOTAL	$1,630.00

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-09
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Goss ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-10
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Hubbard ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Cameras	Scope of Work: 1. Provide and install 3 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim 3 new cameras, District furnished.		
	Total Materials and Labor Cost:	$380.00	$1,140.00
		SUBTOTAL	$1,140.00
		SALES TAX	
		TOTAL	$1,140.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-12
DATE: MARCH 10, 2022

TO: Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
L.U.C.H.A. ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to Admin Bldg camera locations. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$380.00	$380.00
1 Camera	1. Provide and install 1 each new Cat6 wire runs from IDF to Bldg A bathroom fascia camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim new camera, District furnished. Total Materials and Labor:	$490.00	$490.00
		SUBTOTAL	$870.00
		SALES TAX	
		TOTAL	$870.00

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-11
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Linda Vista ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cord, label and test new wire runs. 5. Install camera and mount. Aim 1 new camera, District furnished.		
	Total Materials and Labor Cost:	$380.00	$380.00
		SUBTOTAL	$380.00
		SALES TAX	
		TOTAL	$380.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-13
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Lyndale ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Camera	Scope of Work: 1. Provide and install 3 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 3 new camera, District furnished. Total Materials and Labor Cost:	$380.00	$1,140.00
		SUBTOTAL	$1,140.00
		SALES TAX	
		TOTAL	$1,140.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-14
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Matheson MS	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
5 Cameras	Scope of Work: 1. Provide and install 5 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 5 new camera, District furnished. Total Materials and Labor Cost:	$380.00	$1,900.00
		SUBTOTAL	$1,900.00
		SALES TAX	
		TOTAL	$1,900.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-15
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
McCollam ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 2 new camera, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-16
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Meyer ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
1 Camera	Scope of Work: 1. Provide and install 1 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 1 new camera, District furnished. Total Materials and Labor Cost:	$380.00	$380.00
		SUBTOTAL	$380.00
		SALES TAX	
		TOTAL	$380.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-17
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Ocala MS	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Cameras	Scope of Work: 1. Provide and install 3 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 3 new cameras, District furnished.		
	Total Materials and Labor Cost:	$380.00	$1,140.00
		SUBTOTAL	$1,140.00
		SALES TAX	
		TOTAL	$1,140.00

THANK YOU FOR YOUR BUSINESS

QUOTE

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-18
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Painter ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-19
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Russo Academy	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-20
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
Ryan ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
3 Cameras	Scope of Work: 1. Provide and install 3 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 3 new cameras, District furnished.		
	Total Materials and Labor Cost:	$380.00	$1,140.00
		SUBTOTAL	$1,140.00
		SALES TAX	
		TOTAL	$1,140.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice.Data.Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-21
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
San Antonio ES	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
2 Cameras	Scope of Work: 1. Provide and install 2 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 2 new cameras, District furnished. Total Materials and Labor Cost:	$380.00	$760.00
		SUBTOTAL	$760.00
		SALES TAX	
		TOTAL	$760.00

THANK YOU FOR YOUR BUSINESS

QUOTE

Fortune Cabling Services
Voice. Data. Solutions

10092 South Blaney Ave.
Cupertino, CA 95014
Phone 408.646.8877 Fax 408.873.1398

CA State License: 961431
DIR PW Contractors Registration No.: 1000012429

QUOTE# 031022-22
DATE: MARCH 10, 2022

TO Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

SITE	PROJECT	PAYMENT TERMS	DUE DATE
William Sheppard MS	Camera Wiring and Installs	Due Upon Receipt	

QTY	DESCRIPTION	UNIT PRICE	EXTENDED PRICE
4 Cameras	Scope of Work: 1. Provide and install 4 each new Cat6 wire runs from IDF to each specified camera location. 2. Terminate new wire runs on new Cat6 RJ45 connectors (color specified) and at IDF terminate new wire on existing patch panel. 3. Provide and install any new conduit pathways as required. 4. Provide patch cords, label and test new wire runs. 5. Install cameras and mounts. Aim 4 new cameras, District furnished.		
	Total Materials and Labor Cost:	$380.00	$1,520.00
		SUBTOTAL	$1,520.00
		SALES TAX	
		TOTAL	$1,520.00

THANK YOU FOR YOUR BUSINESS

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

12.07

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve/Ratify Change of Status/April 14, 2022.**

Staff Analysis:

This item includes recommendations for leaves of absence due to sabbatical leave.

Recommendation:

District administration is recommending that the Board of Trustees approve the change of status for existing certificated employee's sabbatical leave for 2022-2023 school year.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

12.07

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PERSONAL LEAVE OF ABSENCE

RECEIVED
2022 JAN 23 PM 4:47
HUMAN RESOURCES

TO: Director, Human Resources
FROM: Kevin Fuller
EMPLOYEE ID#: 102010
DATE: 01/08/2022

☑ Certificated ☐ Classified

☑ APPROVED HR

I am requesting a personal leave of absence from my teaching position at Sheppard Middle School (School/Department) from August 1st, 2022 (Beginning Date) to June 16th, 2023 (Ending Date).

The reason for my personal leave of absence request is: to exercise a sabbatical leave as outlined in the collective bargaining agreement. The purpose of this sabbatical leave will be to travel to various parts of the world and learn about the cultures and countries of our student population.

I may be reached at:
126 Errett Circle
Address
Santa Cruz | CA | 95060
City | State | Zip
831-331-1757
Area code and phone number

I certify that this is executed by me voluntarily and of my own free will.

Employee's Signature — 1/08/2022 *Date*

Supervisor's Signature — 1/20/22 *Date*

Director, Human Resources Department — 3/4/22 *Date*

☑ Approved ☐ Denied

Sabbatical Leave Application

To: Director, Human Resources
From: Kevin Fuller
Employee ID#: 102010

Date: 01/08/2022

I would like to inform you that I, Kevin Fuller, working as a 6th grade teacher at Sheppard Middle School, would like to request that you grant me a sabbatical leave for the 2022-2023 school year as outlined in our collective bargaining agreement.

I worked for over twenty years at numerous positions at Safeway before I switched careers and began my new life as an educator. I have now completed my twenty-first year as a teacher with Alum Rock School District, in addition to the numerous other jobs that I have held over the years. Basically, it feels like I have been working my entire life. Even more important, I have been a single parent with full custody of two amazing daughters for much of the last twenty-four years and I have finally reached a point in my life where I feel that my children are grown and I have the opportunity to do something really amazing before it is too late. At my age, I look forward to working many more years; however, I am also afraid that if I wait until I retire I might not be in the physical condition that it would require for the trip that I am proposing.

Sadly, I look back over the last twenty-one years, and I know that I was a much better teacher twenty-one years ago. I look back at some of the projects and interactions that I had with students and I simply know that I need to reset my batteries so that I can perform at the level I was once so proud of for the remainder of my career.

After teaching eighth-grade for close to twenty years, I recently switched to the sixth-grade and I often feel that my knowledge is not sufficient in the curriculum. I would like to take this opportunity to take an intensive immersion into the sixth grade curriculum and write six teaching units, including projects, which correlate to the sixth-grade humanities curriculum. These units will cover the six main ancient civilizations studied in the sixth-grade, the seven wonders of the modern world, the five main world religions, some of the major social issues facing the planet today, and as many UNESCO historical and cultural sites as possible. In comparing and contrasting all of these elements I would like to explore what we have in common as a collective world community.

Finally, after telling my students for twenty-one years that one day I would love to go and visit their countries and experience their cultures, I think that the time and the opportunity has arrived.

Thank you for your consideration.

Kevin Fuller
126 Errett Circle
Santa Cruz, CA 95060
831-331-1757
kevin.fuller@arusd.org

Sabbatical Project Outline

Name: Kevin Fuller
Department: 6th Grade Humanities, Sheppard Middle School
Sabbatical Leave Dates: 2022-2023 School Year

1. **Title of the Project:**

   Traveling Trojans: 7 Wonders of the Modern World and 5 Major Religions

2. **What will I be doing?**

My proposed project for sabbatical leave consists of visiting as many historical, environmental, and religious sites as possible and learning about the cultures and traditions of our student body. The objective of the journey will encompass several different focuses including the study of language, history, customs, traditions, religions, environmental and social issues, and our collective human story. All of this will be through the framework of the California State 6th Grade History Standards.

In approaching these topics, I hope to compare and contrast different societies around the world in order to answer my driving question which is, ***"What do different religions and cultures around the world and throughout history have in common? More specifically, what does honor and respect mean to different cultures and religions around the world and throughout history, and how do people find solutions to common problems we all face in order to allow people to pursue their dreams?"*** In comparing and contrasting these historical civilizations, as well as the modern countries around the world today, I will study architecture, the social pyramid and structure of various societies, religions, traditions, food, end of life rituals, social problems, solutions to common issues, dreams and aspirations, and common environmental concerns.

In order to accomplish this task, first and foremost, I dream of visiting countries that I have read about as an English teacher for twenty years. I want to see the places that my students have described in their essays, stories, and narratives and the places that they hold so dearly. In light of this, I propose to travel to our three greatest demographic contributors, Mexico, Vietnam, and the Philippines. Although I have included many other locations in my itinerary, I especially look forward to visiting these places and learning as much of the history, customs, and traditions as possible.

Secondly, at one point in my life I was fairly fluent in Spanish. Unfortunately, over time a lot of my fluency has slipped away. I hope to take this opportunity to travel in Mexico and Spain and refresh my skills in Spanish as well as rekindle my knowledge of the local history and customs.

Finally, on my journey I hope to learn more about the sixth-grade curriculum in history. I feel that over the years I have tried to teach about too many places that I have never seen and numerous religions and ideologies that I have not been sufficiently exposed to. I have taken particular care to include significant religious temples and shrines in my itinerary and hope to learn far more about the religions that shape the world today. I feel that there is a lot more that people have in common than they have that separates them

In thinking of my possible journey, I extracted the following objectives from the sixth-grade curriculum framework and I will use these to guide me in my travels as I have used them to guide me in planning my itinerary:

1. "How did the environment influence human migration, ancient ways of life, and the development of societies?"

2. "How did the major religious and philosophical systems (Judaism, Greek thought, Hinduism, Buddhism, Confucianism) support individuals, rulers, and societies?"

3. "How did societies interact with each other? How did connections between societies increase over time?"

Looking at the framework it reads "Students in sixth-grade world history and geography classrooms learn about the earliest humans, the development of tools, the foraging way of life, agriculture, and the emergence of civilizations in Mesopotamia, Egypt, ancient Israel, the Indus River valley, China, Mesoamerica, and the Mediterranean basin. Although teachers should keep the focus on ancient events and problems, this course gives students the opportunity to grapple with geography, environmental issues, political systems and power structures, and civic engagement with fundamental ideas about citizenship, freedom, morality, and law, which also exist in the modern world." I think that my selection of countries and places of interest that I plan to visit firmly reflect these objectives and this one trip would give me exposure to the majority of the civilizations that are presented in the sixth-grade.

The TCI History Alive: The Ancient World textbook for the sixth-grade is broken into six units: 1) Mesopotamia, 2) Egypt, 3) India, 4) China, 5) Greece, and 6) Rome. It is my objective to travel to each of these regions and immerse myself in their cultures by

participating in Workaway programs and Homestay opportunities to connect with local people and observe their social structures and practices. In visiting these sites I hope to gather local stories and develop projects for each of the six units in the sixth-grade curriculum in history.

In approaching this project I would like to observe some common social issues found in India that I believe can be applied to many parts of the world. These issues are as follows:

1) Women's rights (Gendercide, Arranged Marriages, Access to Education)
2) The "Untouchables" (Caste system, Civil Rights, Wealth Gap, Segregation, Homelessness, Social Pyramid)
3) Pollution and Climate Change (Ganges River)
4) World Religions and Conflict (India and Pakistan, Hindu and Muslim, Buddhism)
5) Access to Medical Care

Using these topics as starters, I would add to and develop a curriculum centered around these issues and challenge students to apply these topics to the rest of the world, the United States, and San Jose. In order to study these issues I have included historical sites, environmental sites, religious sites, and cultural centers for my travel and study. I would like to learn about the history of these issues, the implications for our world, the problems that they create, and most importantly, the solutions that we can implement in our lives and in our world.

3. How will I be held accountable?

It is my objective to carefully document my journey and keep a blog and a video account of the places and festivities that I visit and experience. It is my goal to track my journey so that students can follow my progress and interact with me. I will learn how to post a weekly video update of what I have learned and experienced while at the same time responding to questions and suggestions from students. Teachers at my school have expressed an interest in my journey and requested that I submit a weekly update of my travels that could be shared with the students. This would be particularly effective in my 6th Grade Humanities Inclusion Class that I co-teach with two other educators who would partner with me throughout the year and interact with me from Sheppard while I am on my journey. I have a school mascot figurine that I enjoy taking pictures of in various places around the world and I will be adding to that collection on this journey. I did a similar project when I chaperoned a group of students in Washington DC several years ago. A slide show of these pictures is available at the following link:

https://docs.google.com/presentation/d/e/2PACX-1vQgeJytrVk5XwKq0RtV4YZ-9YOfX-xF9GPz0mHPCeIe0daVK3F9n2R-bNEPbDQsSRKMRZB9dRWNIVsl/pub?start=true&loop=false&delayms=2000

I am excited to add pictures from all of the seven wonders of the modern world to this slide show and share it with the students. I also aspire to draw the interest of the students by adding some places that might engage their interest such as the six Disney Parks around the world and/or Taco Bells in different countries.

Upon completion of my sabbatical I will submit an essay describing my experience, what I have learned from my journey, and what I have to offer the students from my experience. This will include teaching units, including projects, for all six units of the 6th Grade History curriculum. All of this material will be submitted upon my return before the start of the 2023-2024 school year and the units will be shared with the faculty at my school as well as other teachers in the district. Digital copies of the units will be made available on ECHO and Google Classroom. I am looking forward to committing to a minimum of two more years upon completion of my sabbatical, and hopefully many more. I am also willing to put up a suitable bond indemnifying the district against any loss if I fail to complete my obligations to the district.

4. Write Curriculum:

On this journey I will constantly be on the lookout for artifacts and curriculum that I can bring back to the classroom to enhance the learning experience and engage our students. I have taught a core class in the sixth-grade for a couple of years so I know

what gaps I have in my knowledge and I know what is covered so that I can easily look to fill these gaps in my knowledge through tours and excursions to places that correspond to the curriculum. I will return with six teaching units including six projects that can be applied immediately in the classroom.

5. **What are the benefits to our department, my teaching assignment, and most importantly, our students?**

I feel that over the last twenty-one years I have developed very strong and healthy relationships with my students. I think one of my biggest advantages is that I have had the opportunity to travel to Mexico extensively over the years and this gives me a common experience with a lot of students. Unfortunately, I also feel that it often leaves out half of the class as I have never been to Asia, Africa, or most of Europe. Far too often I hear students talk about Vietnam or the Philippines and I have very little to offer to the conversation. I have promised so many students over the years that one day I would visit their country. That time has come.

I have been in love with history for most of my life. I love teaching about Egypt, Greece, and the Indus River Valley. I could teach these subjects far better if I have the opportunity to visit these places.

At the age of fifty-two, I know that I am nearing the end of my working life. Fifty-five and early retirement is not that far away; however, this is not the path to which I aspire. I know in my heart that I have a lot left to offer my students and I love my job. I simply need to refresh my knowledge and my skills to be effective. I also know, unfortunately, that if I wait until I am sixty-two, I might not be able to make a trip like this and enjoy it as I could now; nor would my students, or the district, benefit from the experience at that point in my life. My address book is littered with people that I have known that have passed away without making it to retirement. With this trip I can see myself recharging, learning, and returning as a much better teacher; a teacher who can carry on at an elevated level for many more years with a much better understanding of what we have in common as a world population. I know that through my journeys I will discover how different cultures and religions around the world and throughout history have found solutions to common problems, allowing their subjects to prosper and pursue their dreams. I am hoping to pursue mine, with your help, your guidance, and your blessings.

Thank you for your consideration,

Kevin Fuller

Sabbatical 2022-2023

Religious Sites focused on the five main world religions in 6th grade history
Historical Sites based on the five main civilizations in 6th grade history
7 Wonders of the Modern World

Jun-Sep 2022

Mexico: (Spanish Immersion)

Monte Alban (UNESCO)
Ruta Puc and surrounding Mayan Ruins including UXMAL (UNESCO)
1) **Chichen Itza Cancun (7 Wonders of the Modern World) (UNESCO)**

South America: (Spanish Immersion)

Peru

Lima (UNESCO)
Nazca (UNESCO)
2) **Machu Picchu (7 Wonders of the Modern World) (UNESCO)**

Brazil

3) **Christ the Redeemer (7 Wonders of the Modern World) (UNESCO)**

Oct 2022-Jan 2023 Europe/Northern Africa:

Italy (TCI 6th Grade History Ancient Worlds Unit 6)

4) **Colosseum (7 Wonders of the Modern World) (UNESCO)**
Venice (UNESCO)
Pompeii and Mount Vesuvius (UNESCO)
Leaning Tower of Pisa (UNESCO)
Vatican City (UNESCO)
Pantheon (UNESCO)
Roman Forum (UNESCO)

Greece (TCI 6th Grade History Ancient Worlds Unit 5)

Meteora Monasteries (UNESCO)
Delphi (UNESCO)
Acropolis and Parthenon Athens (UNESCO)
Cape Sounion
Peloponnese (UNESCO)
Tomb of Agamemnon

Spain (Ties to Roman and Islamic studies. Spanish immersion)

Cordoba (Islamic mosque) (UNESCO)
El Camino de Santiago
Segovia (Roman aqueduct) (UNESCO)
Tarragona (Roman ruins)

Egypt (TCI 6th Grade History Ancient Worlds Unit 1 and 2)

Giza (UNESCO)
Luxor and Valley of the Kings (UNESCO)
Nile cruise
Abu Simbel (UNESCO)
Alexandria (UNESCO)
Abydos Temple (UNESCO)

5) Petra Jordan **(7 Wonders of the Modern World) (UNESCO)**

Israel (TCI 6th Grade History Ancient Worlds Unit 1 and 2)

Jerusalem (UNESCO)
Masada (UNESCO)
Dead Sea

Feb-May 2023 Asia:

Laos (TCI 6th Grade History Ancient Worlds Unit 3)

Wat Phu (Hindu Temple) (UNESCO)

Cambodia (TCI 6th Grade History Ancient Worlds Unit 3)

Angkor Wat (Hindu Temple) (UNESCO)
Prasat Preah Vihear (Hindu Temple) (UNESCO)
Banteay Chhmar (Buddhist Temple)

Thailand(TCI 6th Grade History Ancient Worlds Unit 3)

Bangkok Marble Temple (Buddhist Temple)
Ayutthaya (Buddhist Temples) (UNESCO)
Sukhothai (Buddhist Ruins) (UNESCO)
Chiang Rai (Buddhist Ruins) (UNESCO)

Vietnam(TCI 6th Grade History Ancient Worlds Unit 3)

My Son (Hindu Temple) (UNESCO)

Philippines: (Places I have been reading about in essays for years)

Boracay
Chocolate Hills Bohol (UNESCO)
Underground River Puerto Princesa (UNESCO)

Japan (TCI 6th Grade History Ancient Worlds Unit 3)

Imperial Palace
Kyoto (Buddhism influences)
Osaka Palace (Buddhism influences and temples)

China(TCI 6th Grade History Ancient Worlds Unit 4)

6) **The Great Wall of China (7 Wonders of the Modern World) (UNESCO)**
Summer Palace Beijing (UNESCO)
The Forbidden City and Imperial Palace Beijing (UNESCO)
Longmen Caves
Terracotta Army, Xi'an (UNESCO)
The Potala Palace Tibet (Buddhism and Dalai Lama) (UNESCO)
Leshan Giant Buddha Sichuan (UNESCO)
Grand Buddha at Ling Shan, Wuxi
Tian Tan, Hong Kong

India:(TCI 6th Grade History Ancient Worlds Unit 3)

Udaipur lake palace
7) **Taj Mahal, Agra (7 Wonders of the Modern World) (UNESCO)**
Amritsar/Golden Temple
Varanasi
Ellora and Ajanta Caves, Aurangabad (Buddhism and Hinduism) (UNESCO)
Kerala/Kochi
Rishikesh-Haridwar and Gangotri (Ganges River) (as late as possible)

Pakistan:(TCI 6th Grade History Ancient Worlds Unit 3)

Mohenjo Daro (UNESCO)

Jun-Aug 2023 **Mexico/Guatemala (Spanish Immersion)**

Palenque (UNESCO)
Tikal/Flores (UNESCO)
El Mirador and Piedras Negras
Teotihuacan, Mexico City (UNESCO)

Sheppard Middle School (HOME)

12.08

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Current Enrollment.

Information Only

Submitted by: Hilaria Bauer, Ph.D. Title: Superintendent

To the Board of Trustees: Meeting: April 14, 2022
Information Only Regular Board Meeting

12.08
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Master Enrollment

as of Mar 25, 2022 4:09:26 PM

School	T4	TK	00	01	02	03	04	05	06	07	08	Total W/O SDC	SDC	Total W/ SDC	PK	TTL W/ SDC & PK
Adelante 1 K-8	0	19	55	61	57	57	52	54	34	55	51	**495**	0	495	0	495
Adelante 2 K-8	1	19	50	48	46	45	31	17	16	13	0	**286**	0	286	0	286
Aptitud K-8	0	9	35	47	45	55	45	47	49	35	38	**405**	7	412	0	412
Cassell ES	0	20	46	46	32	40	49	60	0	0	0	**293**	15	308	0	308
Chavez ES	1	16	43	50	73	72	75	75	0	0	0	**405**	6	411	22	433
Cureton ES	0	8	33	38	35	47	39	53	0	0	0	**253**	20	273	0	273
Dorsa ES	0	15	40	45	48	48	61	57	0	0	0	**314**	18	332	0	332
Hubbard K-8	0	19	37	50	42	52	77	65	56	53	39	**490**	0	490	11	501
Linda Vista ES	2	18	66	90	69	71	51	69	0	0	0	**436**	22	458	6	464
LUCHA ES	0	12	31	34	45	40	45	40	0	0	0	**247**	0	247	0	247
Lyndale ES	0	21	47	45	37	42	49	40	0	0	0	**281**	10	291	28	319
McCollam ES	0	19	65	59	72	66	60	72	0	0	0	**413**	24	437	0	437
Meyer ES	0	21	46	30	45	39	45	44	0	0	0	**270**	19	289	10	299
Painter ES	0	23	59	52	47	46	43	45	0	0	0	**315**	0	315	0	315
Russo McEntee ES	0	16	45	47	47	47	53	60	0	0	0	**315**	27	342	0	342
Ryan ES	0	14	35	39	55	35	39	35	0	0	0	**252**	10	262	0	262
San Antonio ES	3	9	28	43	40	44	46	38	0	0	0	**251**	9	260	0	260
George MS	0	0	0	0	0	0	0	0	117	144	148	**409**	1	410	0	410
Ocala MS	0	0	0	0	0	0	0	0	115	122	132	**369**	11	380	0	380
Renaissance 1 MS	0	0	0	0	0	0	0	0	118	132	161	**411**	17	428	0	428
Renaissance 2 MS	0	0	0	0	0	0	0	0	142	154	176	**472**	8	480	0	480
Sheppard MS	0	0	0	0	0	0	0	0	163	151	188	**502**	4	506	0	506
	7	**278**	**761**	**824**	**835**	**846**	**860**	**871**	**810**	**859**	**933**	**7884**	**228**	**8112**	**77**	**8189**

Included above:

Independent Study Enrollment

as of Mar 25, 2022 4:09:37 PM

School	T4	TK	00	01	02	03	04	05	06	07	08	Total W/O SDC	SDC	Total W/ SDC	PK	TTL W/ SDC & PK
Chavez ES	0	7	20	21	32	27	30	31	0	0	0	**168**	6	174	0	174
Renaissance 2 MS	0	0	0	0	0	0	0	0	32	30	29	**91**	2	93	0	93
	0	**7**	**20**	**21**	**32**	**27**	**30**	**31**	**32**	**30**	**29**	**259**	**8**	**267**	**0**	**267**

12.09

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Subject: **Resolution # 42-21/22 Inventory Disposal**

Staff Analysis:
Authorize the sale, donation, and/or disposal of surplus property under the direction of the Procurement Manager, Assistant Superintendent of Business Services and/or Superintendent.

Recommendation:
Staff recommends approval of the sale, donation and/or disposal, of surplus property listed on the attached sheet(s) dated April 14, 2022.

Prepared by: Maria J. Martinez M.M. Title: Procurement Manager

Approved by: Kolvira Chheng Kc Title: Assistant Superintendent of Business Services

To the Board of Trustees: Meeting: April 14, 2022

Recommend Approval

12.09

Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
OF
SANTA CLARA COUNTY, STATE OF CALIFORNIA

RESOLUTION # 42-21/22
SALE, DONATION - AND/OR DISPOSAL OF SURPLUS PROPERTY

WHEREAS, Education Code 39520 authorizes the sale for cash of any property belonging to the District if the property is not required for school purposes, or it should be disposed for the purpose of replacement, or it is unsatisfactory or not suitable for school use.

WHEREAS, Education Code 39520 and 39521 provides procedures to implement such a sale, public or private, conducted by staff;

WHEREAS, Education Code 39521 provides for donations to charitable organizations or disposal if property is of insufficient value to defray costs of arranging a sale;

NOW, THEREFORE, BE IT RESOLVED, that this Board does hereby authorize such a sale, donation, and/or disposal of surplus property, under the direction of the Procurement Manager, Assistant Superintendent of Business Services, and /or Superintendent.

PASSED AND ADOPTED this 14th day of April, 2022, by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, and State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Andrés Quintero, Board President _____

Minh Pham, Board Vice President _____

Corina Herrera-Loera, Board Clerk _____

Ernesto Bejarano, Board Member _____

Linda Chávez, Board Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on April 14, 2022.

_____
Hilaria Bauer, Ph.D., Superintendent

ITSS SURPLUS EQUIPMENT DISPOSAL
Date: April 14, 2022
Resolution #: 42-21/22

DESKTOPS	SERIAL	TAG
GATEWAY E1400	0020887145	04137
DELL GX520	5HDDDB1	11806
DELL GX520	3HDDDB1	11805
DELL OPTIPLEX 745	18VB1F1	00013274
DELL OPTIPLEX GX270	13P9641	09075
DELL OPTIPLEX 745	4BKC1F1	00013281
DELL OPTIPLEX 745	8HTC1F1	00013299
DELL OPTIPLEX 745	1PLB1F1	00013311
DELL OPTIPLEX 745	9JTC1F1	00013298
DELL OPTIPLEX 745	GHTC1F1	00013304
DELL OPTIPLEX 745	43VB1F1	00013275
DELL OPTIPLEX 745	BCM7ZC1	00012706
DELL OPTIPLEX 745	4JTC1F1	00013300
DELL OPTIPLEX 755	JKN6JF1	00013488
DELL OPTIPLEX 780	C70DGQ1	00016958
DELL OPTIPLEX 760	BG0KZK1	00015408
DELL GX520	3BCQVC1	N/A
DELL OPTIPLEX GX270	2W15Q41	10197
DELL OPTIPLEX GX270	CCC8741	N/A
DELL OPTIPLEX 745	FQW2JD1	00012962
DELL OPTIPLEX 760	N/A	N/A
LAPTOPS	**SERIAL**	**TAG**
DELL LATITUDE 5420	DMQQWL1	00016962
DELL LATITUDE 5500	GHC6TJ1	00015096
HP MT40	CNU350DRP5	N/A
HP MT40	CNU350DW41	N/A
HP MT40	CNU350DRBW	N/A
HP MT40	CNU350DW6V	N/A
HP MT41	5CG5062CZ3	N/A
DELL LATITUDE 5420	DM8B4S1	2000557
APPLE MACBOOK PRO A1046	N/A	08930
APPLE MACBOOK PRO A1150	W86171DKVJ3	11573
DELL LATITUDE 5420	DM8B4S1	2000557
HP MT40	CNU402C69R	2007425
HP MT40	CNU350DV44	N/A
HP MT40	CNU402C5T1	N/A
HP MT40	CNU350DV8Y	N/A
HP MT40	CNU350DRZ2	N/A
HP MT40	CNU350DRHL	N/A
HP MT41	5CG5062CQM	N/A
DELL D520	91PCRC1	00012350
DELL E5400	2L3ZYJ1	00015896
DELL LATITUDE 2120	BSWPYP1	00016881

DELL LATITUDE 2120	8SWPYP1	00016851
DELL LATITUDE 2120	N/A	00016882
DELL LATITUDE 2120	9SWPYP1	00016867
HP MT40	CNU320BST1	2001626
HP MT40	CNU320BSTB	2001619
HP MT41	5CG4342NX9	2008481
HP MT40	CNU350DS98	2004669
DELL E5400	43QMQN1	00016263
ACER SWITCH 11	NTL6SAA005515788E97200	2011907
HP MT41	5CG5062D52	2008716
HP MT40	CNU347BS8N	N/A
HP MT40	CNU347BSC9	N/A
DELL D505	GQWSQ61	10787
MACBOOK A342	45108FV7F5W	00016707
DELL D505	9TWSQ61	10799
DELL LATITUDE 2100	52FC8M1	00015767
DELL LATITUDE 2100	G1FC8M1	00015777
DELL LATITUDE 2100	42FC8M1	00015779
HP MT41	5CG5062CT0	2008709
DELL PRECISION M2800	F50DZ52	N/A
DELL PRECISION M2800	G6JDZ52	2010153
DELL PRECISION M2800	6PHCZ52	2010151
DELL PRECISION M2800	GWHCZ52	2010166
DELL PRECISION M2800	HQGCZ52	2010169
DELL PRECISION M2800	CG8DZ52	2010156
DELL PRECISION M2800	7QHCZ52	N/A
DELL PRECISION M2800	GSLCZ52	N/A
DELL PRECISION M2800	650DZ52	2010157
DELL PRECISION M2800	4D8DZ52	2010155
DELL PRECISION M2800	DDZ6Z52	2010161
DELL PRECISION M2800	21VCZ52	2010163
DELL PRECISION M2800	GSS6Z52	2010159
DELL PRECISION M2800	49VCZ52	2010160
DELL PRECISION M2800	4YHCZ52	2010154
DELL PRECISION M2800	3YHCZ52	2010158
DELL PRECISION M2800	46TM362	2010147
DELL PRECISION M2800	7SLCZ52	2010179
DELL PRECISION M2800	53VCZ52	2010180
DELL PRECISION M2800	5XTD362	2010148
DELL PRECISION M2800	9Z8N362	2010149
DELL PRECISION M2800	D79N362	2010150
DELL PRECISION M2800	87VCZ52	2010162
DELL PRECISION M2800	1N8DZ52	2010170
DELL PRECISION M2800	FF8DZ52	N/A
DELL PRECISION M2800	92VCZ52	2010175
DELL PRECISION M2800	2B0DZ52	2010176
DELL PRECISION M2800	74VCZ52	2010178
DELL PRECISION M2800	8LSCZ52	2010177
DELL PRECISION M2800	4XLCZ52	2010181
DELL PRECISION M2800	3SLCZ52	2010164
DELL PRECISION M2800	GSHCZ52	2010168
DELL PRECISION M2800	6PSCZ52	2010173
DELL PRECISION M2800	1HXCZ52	2010167
DELL PRECISION M2800	J6VCZ52	2010172
HP MT40	CNU402C5L8	2007770

HP MT40	CNU344BRGM	N/A
HP MT40	CNU4039PQP	2007252
HP MT41	5CG44511FJ	2008593
HP MT41	5CG4442NMQ	2008589
HP MT41	5CG43647WD	2008588
HP MT41	5CG44511CL	N/A
HP MT41	5CG4442NLG	N/A
HP MT41	5CG43641QK	N/A
HP MT41	5CG43641PK	N/A
HP MT41	5CG44511D6	N/A
HP MT41	5CG44511FP	N/A
HP MT41	5CG445121X	2008586
LENOVO THINKPAD 20GJ	N/A	2012960
DELL XPS 9343	7K3K162	2009899
DELL XPS 9343	D4BL162	2009870
DELL XPS 9343	4DXG162	2009608
DELL XPS 9343	DRTH162	2009859
DELL XPS 9343	286L162	2010057
DELL XPS 9343	DQQN162	2009887
DELL XPS 9343	D08N162	2009892
DELL XPS 9343	8D9L162	2009525
DELL XPS 9343	DVLK162	2009836
DELL XPS 9343	591L162	2009527
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DELL XPS 9343	GS6Q162	2009737
DELL XPS 9343	7ZLK162	2009856
DELL XPS 9343	CD1L162	2010006
DELL XPS 9343	3YAJ162	2009942
DELL XPS 9343	CP1L162	2009538
DELL XPS 9343	G88Q162	2009691
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DELL XPS 9343	J25Q162	2009699
DELL XPS 9343	1YBP162	N/A
DELL XPS 9343	2ZZJ162	N/A
DELL XPS 9343	4ZSM162	2009844
DELL XPS 9343	2NNJ162	2009926
DELL XPS 9343	1N7N162	2009929
DELL XPS 9343	3GTH162	2009651
DELL XPS 9343	FJ3K162	2009633
DELL XPS 9343	CB2G162	2009863
DELL XPS 9343	B9DQN72	2012947
DELL XPS 9343	J7CJ162	2010051
DELL XPS 9343	4KFK162	2009746
DELL XPS 9343	9N3N162	2009690
DELL XPS 9343	2Z2H162	2009679
DELL XPS 9343	21NL162	2009948
DELL XPS 9343	9QFK162	N/A
DELL XPS 9343	BRZJ162	N/A
DELL XPS 9343	HBXG162	2009605
DELL XPS 9343	BG8K162	2010079
DELL XPS 9343	5GGL162	2009664
DELL XPS 9343	2GZJ162	2009716
DELL XPS 9343	GNBQ162	2009622

DELL XPS 9343	JSQG162	2009684
DELL XPS 9343	4HDN162	2010015
DELL LATITUDE E5400	8N3ZYJ1	00015914
CHROMEBOOKS	**SERIAL**	**TAG**
ACER C740	NXEF2AA0025520BF3C7600	N/A
ACER C740	NXEF2AA0025520BF237600	N/A
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ACER C740	NXEF2AA0025520BF2F7600	N/A
ACER C740	NXEF2AA0025520BEE77600	N/A
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ACER C740	NXEF2AA0025300F3527600	N/A
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HP 11A G6 EE	5CD9118MJR	N/A
ACER C730	NXGC1AA00262810F367600	N/A
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HP 11A G6 EE	5CD9074BBR	N/A
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ACER C731	NXGM8AA001812129FA7600	N/A
TABLETS	**SERIAL**	**TAG**
APPLE IPAD A1395	N/A	00016946
APPLE IPAD A1219	N/A	00016460
APPLE IPAD A1395	N/A	2000241
APPLE IPAD A1395	N/A	2000242
APPLE IPAD A1395	N/A	2000088
APPLE IPAD A1395	N/A	2002269
APPLE IPAD A1395	N/A	2002270
IP PHONES	**SERIAL**	**TAG**
CISCO IP PHONE 7941	FCH12118N9P	N/A
CISCO IP PHONE 7941	FCH12118TS1	N/A
CISCO IP PHONE 7941	FCH12118TP1	N/A
CISCO IP PHONE 7941	FCH1208862Z	N/A
CISCO IP PHONE 7941	FCH12118TS8	N/A
CISCO IP PHONE 7941	FCH12118U6Q	N/A
CISCO IP PHONE 7945	FCH1530GJZK	N/A
CISCO IP PHONE 7941	FCH1211983M	N/A
CISCO IP PHONE 7961	FCH121186G4	N/A
CISCO IP PHONE 7961	FCH121198B6	N/A
CISCO IP PHONE 7911	FCH12168B21	N/A
CISCO IP PHONE 7941	FCH12079779	N/A
DEVICES	**SERIAL**	**TAG**
HP ZERO CLIENT T310	2TG3110710	N/A
WYSE DOCKING STATION	9F2DLB07546	N/A
HITACHI STARBOARD FX-82W	FX82WL-00433	09770

CISCO SWITCH 871W	FHK132371YN	00015281
HP ZERO CLIENT T310	2TG4120634	N/A
HP ZERO CLIENT T310	6CP3020721	N/A
HP ZERO CLIENT T310	2TG2500600	N/A
HP ZERO CLIENT T310	6CP3020728	N/A
HP ZERO CLIENT T310	6CP3020080	N/A
HP ZERO CLIENT T310	2TG2500540	N/A
HP ZERO CLIENT T310	2TG2500054	N/A
HP ZERO CLIENT T310	2TG2500927	N/A
HP ZERO CLIENT T310	2TG2500604	N/A
HP ZERO CLIENT T310	6CP3020702	N/A
HP ZERO CLIENT T310	2TG2500197	N/A
HP ZERO CLIENT T310	2TG2500217	N/A
HP ZERO CLIENT T310	2TG2500270	N/A
HP ZERO CLIENT T310	6CP3020057	N/A
HP ZERO CLIENT T310	2TG2500780	N/A
HP ZERO CLIENT T310	6CP3020884	N/A
HP ZERO CLIENT T310	2TG2500840	N/A
HP ZERO CLIENT T310	6CP3020074	N/A
HP ZERO CLIENT T310	2TG2500750	N/A
HP ZERO CLIENT T310	2TG2500826	N/A
SCANTRON 888P+ TEST SCORING MA	K46825	00014944
HP ZERO CLIENT T310	6CP4500569	N/A
HP ZERO CLIENT T310	2TG3111176	N/A
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VBRICK	N/A	N/A
HP ZERO CLIENT T310	2TG3110807	N/A
HP ZERO CLIENT T310	2TG2500572	N/A
HP T520 THIN CLIENT	MXL51913CN	N/A
HP ZERO CLIENT T310	2TG3061053	N/A
HP ZERO CLIENT T310	2TG3062515	N/A
HP ZERO CLIENT T310	2TG3060677	N/A
HP T520 THIN CLIENT	MXL51913CP	N/A
HP T520 THIN CLIENT	MXL4231YMK	N/A
PROJECTORS	**SERIAL**	**TAG**
HITACHI CP-X305	F7KU02656	00013599
HITACHI CP-X251	F6IU006135	00012025
HITACHI CP-X2530WN	F3KU10857	2002324
HITACHI CP-X2541WN	F5LU09100	2011716
HITACHI CP-X2515WN	F2EU02902	2000769
HITACHI CP-X2511WN	F0GU03430	00016504
PROMETHEAN PRM-35	WPRM-352140959	N/A
HITACHI CP-X2530WN	CP-X2530WNUF	2002300
HITACHI CP-X305	F7JU02083	00013360
HITACHI CP-X251	F7AU17585	N/A
HITACHI CP-X305	F7IU00954	00013688
HITACHI CP-X2541WN	F2FU03561	2001106
HITACHI CP-X305	F7U02145	00013413
HITACHI CP-X305	F7IU01411	00013377
HITACHI CP-X251	F7AU17573	00012220
HITACHI CP-X305	F7JU02647	00013596
HITACHI CP-X305	F7IU00975	00013682
PRINTERS	**SERIAL**	**TAG**
DELL 2350DN	7CY5GN1	N/A
HP PHOTOSMART C4780	CN98CHB0XY05CN	N/A
DELL 1720N	45HWTB1	N/A
DELL 1720N	75XWTB1	N/A
DELL 1720N	H4XWTB1	N/A
DELL 1720N	J5HWTB1	N/A
HP LASERJET P2015DN	CNBJL27963	N/A
HP LASERJET 2420DN	CNDJC63136	N/A
HP LASERJET 2300N	CNBGH42283	10280
HP LASERJET 2300N	CNBGG40472	10278
MONITOR	**SERIAL**	**TAG**
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14"	N/A	N/A
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19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
17"	N/A	N/A
19"	N/A	N/A
14"	N/A	N/A
14"	N/A	N/A
17"	N/A	N/A
15"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
19"	N/A	N/A
17"	N/A	N/A
19"	N/A	N/A

12.10

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve/Ratify Notices of Employment and Changes of Status/April 14, 2022.**

Staff Analysis:

This item includes recommendations such as new hires, leaves of absence, or other changes in employee status.

Recommendation:

District administration is recommending that the Board of Trustees approve the hiring of any new employee, and any change of status for existing employees.

Submitted by: Tereasa Smith TS Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

12.10

Agenda Placement

Meeting: April 14, 2022
Regular Board Meeting

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT-
HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES
April 14, 2022

CERTIFICATED OFFER OF EMPLOYMENT:

I. New Hires:

1.	Garcia, Vanessa	SDC/Aptitud	03/01/2022
2.	Lawson, William	Counselor K-5/S.E.L. Dept.	02/28/2022
3.	Phan, Christopher	Prep P.E./Academic Services Dept.	02/28/2022

II. New Hire-Substitute Teacher:

1.	Beltran, Mariella	2/28/2023
2.	Castaneda, Marcela	1/31/2022
3.	Del Real, Evelyn	2/14/2022
4.	Dominguez, Nellie	2/17/2022
5.	Dully, Nicole	2/14/2022
6.	Gonzalez-Velasco, Stephanie	2/14/2022
7.	Souto, Andrea Gloria	3/21/2022
8.	Urista, Stephanie	2/17/2022

III. Substitute Residential Teacher Contracts:

1.	Donoghue, Margo	04/04/2022-04/29/2022
2.	Landin, Tania	04/04/2022-06/10/2022
3.	Perez, Irving	04/04/2022-06/10/2022

CERTIFICATED CHANGES OF STATUS:

IV. Release from Contract:

1.	Mehech, Paulo	Science/Renaissance Academy II	04/04/2022

CLASSIFIED PERSONNEL – April 14, 2022

CLASSIFIED OFFERS OF EMPLOYMENT:/

I.	**New Employee:**		
	1. Quintero, Elizabeth	Campus Paraeducator/Linda Vista	03/28/2022
	2. Martinez, Martha Ramirez	Paraeducator Special Education II/Linda Vista	03/14/2022
II.	**Change of Status:**		
	1. Altamirano, Diane	Paraeducator 9.5mo & Campus Paraeducator/ Russo/McEntee	03/11/2022
III.	**Unpaid Personal Leave:**		
	1. Ontiveros, Michelle	Paraeducator Special Education I/Ocala	02/17/22-02/16/23
IV.	**Retirement:**		
	1. Cuevas, Guadalupe	Child Nutrition Assistant I/San Antonio	03/24/2022
V.	**Classified Substitute Personnel:**		
	1. Aguilar, Carmen	Substitute Custodian	03/14/2022
	2. Lopez, Elida	Substitute Child Nutrition Assistant	03/24/2022
VI.	**Classified Substitute Terminated:**		
	1. Hernandez, Imalay	Substitute Paraeducator	01/14/2022

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT 12.11

2930 Gay Avenue
San Jose, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees:

Subject : **ACCEPTANCE OF MEMORANDUM(S) OF UNDERSTANDING**

Staff Analysis:
The District has received the following Memorandum(s) of Understanding as summarized on the sheet(s) dated April 14, 2022.

Recommendation:
Staff recommends acceptance of these memorandum(s) of understanding.

Prepared by:: Maria J. Martinez M.M. Title: Procurement Manager

Approved by: Kolvira Chheng Title: Assistant Superintendent of Business Services

To the Board of Trustees: Meeting: April 14, 2022

Recommend Approval Regular Board Meeting

12.11

Agenda Placement Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
April 14, 2022 Board Meeting

MEMORANDUM(S) OF UNDERSTANDING

DEPARTMENT	DATE OF SERVICE	CONSULTANT NAME	COST	PURPOSE
Student Services Norma Flores	07/01/22- 06/30/23	Santa Clara County Office of Education-Community School Services	$30,000.00	Provide Community School Service for the 22/23 SY. Middle school students released by ARUSD for discipline reasons will be enrolled in the SCCOE Community School Programs. Student Services has reserved 3 allotments for the SY. Funding: General
Student Services Norma Flores	07/01/22- 06/30/25	Santa Clara County Office of Education (SCCOE)	No Cost	Participation in California Department of Education Tabaco Use Prevention Education(TUBE) program. SCCOE will reimburse District up to $5,449 per year for this program. Funding: N/A

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: **BUSINESS OFFICE** Contract No.: _____ Vendor No.: 10547

Student Services (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☑ **MOU** (negotiated Agreement) ☐ **MASTER CONTRACT PARTICIPATION**

☐ Exhibit B & C (Fingerprinting and TB Test) ☐ Scope of Work/Proposal

Note: All Contracts over $5,000 require pre-approval.

** Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.*

Name of Individual/Company: Santa Clara County Office of Education-Community School Services

Address: 1290 Ridder Park Drive City: San Jose State: CA Zip: 95131

Phone: (408) 453-6500 Email: rvelazquez@sccoe.org

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates July 1, 2022 end date June 30, 2023

CONTRACTOR'S OBLIGATION:

Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

SCCOE will provide community school services for the 2022-2023 school year. Middle school students released by ARUSD for discipline reasons will be enrolled in the SCCOE Community School Programs. Student Services has reserved 3 allotments for the school year.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

X a. **Fee Rate:** $10,000 per slot Not to Exceed 3 slots of services.

____ b. **Other:** $For a total of $30,000.00

Describe other related costs: _____

BUDGET CODE: 010-0000-0-7130-00-90000-9200-000000-340-1823 _____ Accountant Initials

_____ _____ Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: _____ Date: _____

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
Alum Rock Union School District

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Alum Rock Union School District (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding SCCOE providing community school services to School District.

2. Goals

☒ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

The SCCOE operates community schools which provide services ("Community School Services") for students of Santa Clara County; and the SCCOE is able to fund Community School Services on an ongoing basis only if enrollment is sufficient to generate state Average Daily Attendance (ADA) funding, and the allotment fees are adequate for a significant portion of such ongoing operations; and, the School District desires to have access to the Community School Services for its resident students.

3. Responsibilities

3.1. The Agency Responsibilities:

Designation of Students. The School District shall notify the SCCOE in writing of the projected number of students the School District intends to enroll with the SCCOE to provide education at the SCCOE community schools during the ensuing school year. The number of allotments will be used to project staffing rates for the coming school year.

District Release. Only students released by their district of residence will be enrolled in community schools. A released student will be continuously enrolled for the entire school year, unless the district withdraws the student, or the student is terminated by community schools and referred back to District of Residence

3.2. Successors. Should School District reorganize in accordance with state statutes, this Agreement shall be considered a liability of School District, not the SCCOE, and shall be carried by the successor school district or districts.

3.3. The SCCOE Responsibilities:

Provision of Services. Upon payment described below, the SCCOE shall provide Community School Services in the ensuing school year for the number of students designated by School District pursuant to Paragraph 1. Students can be referred to SCCOE programs with or without an expulsion. For

students with an IEP, it is essential that their level of services is aligned with the level of program referred to. Special Education referrals are routed through the Special Education Office to ensure that the student level of disability can be addressed at the Community School. Students may receive direct instruction, have access to online courses, engage in social emotional pro-social activities, participate in field trips to enhance their academic program, have work experience, and meet to discuss post-secondary planning. In addition, they will have access to weekly social emotional counseling (MSW/MFT) to help them meet the terms of their referral/expulsion plan and student need.

Additional Students. The SCCOE, at its sole and exclusive discretion, may offer Community School Services to more students from School District than were designated pursuant to Paragraph 1 ("Additional Student(s)") based on availability of space in the community schools. For each allotment/seat costs that were generated from Districts referring more students than allotments purchased will be billed at the end of the fiscal year.

Monthly Notice & Semester Notice. The SCCOE provides the School District a monthly report (commencing in October) of the number of students that the School District has enrolled at the SCCOE community school and/or programs pursuant to this Agreement, and how many designated spaces remain available for the School District for that school year. This is reported in the monthly District Representative Meetings. At the end of each semester the student roster will be reviewed and students who are either transferring back to District or not attending will be dropped from the district allotment/seat amount, thus freeing up potential seats for placements for the next semester.

3.4. Notice to the Parties. Notices required under this MOU shall be sent to the parties by certified US mail or email at the addresses set forth below, provided however, that the monthly notices may be provided via e-mail with the mutual agreement of the Parties:

Santa Clara County Office of Education		**(Enter School District Name)**	
CONTACT PERSON	Rochelle Velazquez	CONTACT PERSON	Norma Flores
STREET ADDRESS	1290 Ridder Park Drive MC 213	STREET ADDRESS	2930 Gay Avenue
CITY, STATE, ZIP	San Jose, CA 95131	CITY, STATE, ZIP	San Jose, CA 95127
TELEPHONE	408-573-3208	TELEPHONE	408-928-6947
FAX	408-453-4243	Fax	
EMAIL ADDRESS	rvelazquez@sccoe.org	EMAIL ADDRESS	norma.flores@arusd.org

4. Duration of Agreement

This Agreement begins on **07/01/2022** and ends on **06/30/2023**

5. Articulation of Monies/Compensation

Community School Allotments purchased for **2022-23 school year** is **3** at $10,000 per slot for a total of **$30,000.00**.

To properly budget for Community School Services, the SCCOE needs to know at least **February 15** of the prior school year how many of the School District's resident students will participate in the SCCOE's community schools.

Payment for Services. For the **2022-23 school year** and effective **Monday August 1, 2022,** the School District shall pay the SCCOE an initial per-allotment/per-seat amount of $10,000 per anticipated use to ensure that appropriate staff levels are achieved. Allotments purchased after **July 1, 2022, for the 2022-23** school year will be billed at $15,000 per student. On a monthly basis commencing in October of each year, the Alternative Education Department will provide monthly updates to districts that include current enrollment, open seats, referred students, student transitions, court school topics, grades, credits, legislation updates that impact court and community schools, and program updates. This report illustrating allotment/seat usage will be reported back to the district during the District Rep Meetings held at SCCOE. The SCCOE strongly recommends that districts send a representative to this meeting to ensure effective collaboration between SCCOE, districts, county probation, juvenile courts, and community-based partners.

At the end of the school year a summary of usage will be provided to the District. The per-allotment/per-seat amount provides enrollment of one youth in for the duration of the referral. If the student does not enroll or leaves the placement, the seat is reopened to the district for additional referral. Additional seats/allotment costs that were generated from Districts referring more students than allotments purchased will be billed at total cost of the allotment of $15,000 per seat/allotment.

Payments Non-Refundable. Once the School District has notified the SCCOE of the number of student allotments secured for the SCCOE community schools and based on the associated budget, the School District payment made pursuant to Paragraph 3 of this MOU shall be non-refundable, regardless of the number of students in attendance. School District acknowledges that these provisions, prohibiting refunds is necessary since SCCOE will have incurred expenses in reliance on the allotment requested by School District.

End of Year Fund Balance. If there is a positive fund balance at the end of the school year the remaining funds will be returned to the districts that purchased allotments/seats proportionate to their percentage of the total allotments/seats purchased within the year.

6. Data Sharing

The services performed under this Agreement include the sharing of non-publicly available employee or student data.

- ☐ Yes, Data Sharing agreement/form attached
- ☒ No

7. Termination

SCCOE reserves the right to terminate the MOU with a 60-day notice in the event that the revenue generated by ADA and Fees are less than necessary to fund the Community Schools sufficiently. SCCOE will inform the District by certified US mail, email, and collaborate with the District to transfer students back to District.

8. Other Terms

8.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

8.2. Amendments: The terms of this Agreement shall not be waived, altered, modified, supplemented or amended in any manner whatsoever except by written agreement signed by theparties.

8.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

8.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.

8.5. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

8.6. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

8.7. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

9. Insurance/Hold Harmless

9.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.

9.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

10. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement. This Agreement may be executed in counterparts such that the signatures may appear on separate signature pages. An original, with all signatures appended together shall be deemed a fully executed Agreement.

11. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by

Santa Clara County Office of Education

applying an electronic signature using technology approved by SCCOE.

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: Jessica Bonduris, Ed.D.

Title: Assistant Superintendent, Educational Services Division

Date: _____

Address: 1290 Ridder Park Drive
San Jose, CA 95131

Phone: 408-573-3208

Email: rvelazquez@sccoe.org

Alum Rock Union School District

By: _____
Signature of Authorized Agency Official

Name: Dr. Hilaria Bauer

Title: Superintendent

Date: _____

Address: 2930 Gay Ave
San Jose, CA 95127

Phone: 408-928-6822

Email: Hilaria.Bauer@ARUSD.Org

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: **BUSINESS OFFICE** Contract No.: _____ Vendor No.: 10547

Student Services (School/Dept) and the Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor wishes to enter a:

☐ **MOU** (negotiated Agreement) ☐ **MASTER CONTRACT PARTICIPATION**
☐ Exhibit B & C (Fingerprinting and TB Test) ☐ Scope of Work/Proposal

Note: All Contracts over $5,000 require pre-approval.

* *Use Independent Contractor Agreement (PUR-116) for unincorporated individuals or in the absent of negotiated agreement.*

Name of Individual/Company: Santa Clara County Office of Education

Address: 1290 Ridder Park Dr. City: San Jose State: CA Zip: 95131

Phone: (408) 453-6841 Email: amunshi@sccoe.org

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates July 1, 2022 end date June 30, 2025

CONTRACTOR'S OBLIGATION:
Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

Participation in the California Department of Education Tobacco Use Prevention Education (TUBE) program.

COMPENSATION: In consideration of Contractor's provision of services as described above, and subject to the payment provisions expressed herein, ARUESD shall pay Contractor, upon Contractor's submission of a properly documented demand for payment (Invoice) which shall be submitted not later than 30 days from the end of the month in which the contract services were rendered, and upon approval of such demand by ARUESD as follows: (Check either a or b)

____ a. **Fee Rate:** $_____ per _____ Not to Exceed _____ of services.

X b. **Other:** $Nos Cost to Disrtict SCCOE will pay TUBE program

Describe other related costs: $5,449.00 per year = $16,347 for 3 years

BUDGET CODE: _____ _____
Accountant Initials

_____ _____
Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: _____ Date: 4/5/22

Director of Fiscal Services: _____ Date: _____

Asst. Supt., of Business Services: _____ Date: _____

Superintendent: _____ Date: _____

Santa Clara County Office of Education

Memorandum of Understanding
between
Santa Clara County Office of Education
and
Alum Rock Union School District

This Memorandum of Understanding (MOU), hereinafter referred to as the "Agreement", is between the Santa Clara County Office of Education (SCCOE) and Alum Rock Union School District (the "Agency"). SCCOE and the Agency can each be referred to as the "Party" or collectively as the "Parties" for the purpose of this Agreement.

1. Overview

This Agreement outlines the responsibilities and commitments of each Party regarding the participation in the California Department of Education Tobacco Use Prevention Education (TUPE) program.

2. Goals

☒ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

Reduce tobacco use among students.

3. Responsibilities

3.1. The Agency Responsibilities:

3.1.1. Identify the school district lead to make fiscal and programmatic decisions and attend the two mandatory TUPE grantee meetings scheduled on or about each year in August and May at SCCOE or virtually.

3.1.2. Encourage alternatives to suspension methods for students using or in possession of tobacco/vape. Attendance at trainings is optional but highly encouraged.

3.1.3. Enforce the district's tobacco-free school policy, including maintaining school signage, tobacco-free certification and adding alternatives to suspension methods or cessation resources in the policy.

3.1.4. Administer the California Healthy Kids Survey (CHKS) TUPE Core Survey to all grade [5 or 6], 7, 9, 11 and all Non-Traditional (NT) students in the first year of the TUPE grant term and every other year thereafter. The district representative is encouraged to attend a CHKS workshop held each year on or about December at SCCOE or virtually.

3.1.5. Complete Annual Fiscal Expenditure Report, signed by fiscal authority, and include general ledger of funds spent each by July 15, 2023, July 15, 2024, and July 15, 2025.

3.2. The SCCOE Responsibilities:

3.2.1. Designate a Manager/Supervisor, to provide overall coordination of the comprehensive Tobacco-Use Prevention Education (TUPE) program.

3.2.2. Ensure that all project funds expended or obligated are allowable costs and in compliance with the approved budget.

3.2.3. Maintain required documentation of project services, activities, accomplishments, and program records.

3.2.4. Submit Consortium progress and expenditure reports to the CDE TUPE office annually or as required by the grant to ensure grant compliance.

3.2.5. Provide annual teacher training on select curricula and provide all materials necessary for implementing the programs with fidelity.

3.2.6. Provide tobacco/vape prevention webinars, training, and support for school staff professional development and parent education.

3.2.7. Provide County and Regional TUPE events or activities for students and educators to participate.

3.2.8. Collaborate with community partners, such as the Santa Clara County Public & Behavioral Health Department and other local agencies, to support student services and address the whole child.

3.2.9. Deliver on-site technical assistance, and presentations, as needed to educators, students, and parents.

3.2.10. Monitor school sites to ensure up-to-date compliance with tobacco-free school policy and signage.

3.2.11. Maintain the Santa Clara County Office of Education TUPE website: tupe.sccoe.org.

3.3. Shared Responsibilities:

The parties agree to share the following responsibilities related to increasing awareness about the dangers of youth tobacco use:

a) ongoing communication between all parties,

b) other strategic marketing initiatives.

4. Duration of Agreement

This Agreement begins on July 1, 2022 and ends on June 30, 2025.

5. Articulation of Monies/Compensation

5.1. Santa Clara County Office of Education's School Climate, Leadership, and Instructional Services shall pay the Agency for each of the above items, total not to exceed for three (3) years $5,449, within 30 days of receiving invoice.

5.2. Annual one-time payment by Purchase Order upon receipt of invoice from the Agency.

5.3. The Agency shall make ALL TUPE purchases by June 30, 2025. NO CARRYOVER IS ALLOWED.

6. Data Sharing

The services performed under this Agreement include the sharing of non-publicly available employee or student data.

☐ Yes, Data Sharing agreement/form attached

☒ No

7. Termination

Either the Agency or the SCCOE may terminate this Agreement with or without cause upon the Agency failing to perform in accordance with the terms and conditions of this agreement to either party following 30 days advance written notice to the other Party.

8. Other Terms

8.1. Entire Agreement: This Agreement and its appendices and exhibits (if any) constitute the final, complete, and exclusive statement of the terms of the agreement between the Parties. It incorporates and supersedes all the agreements, covenants and understandings between the Parties concerning the subject matter hereof, and all such agreements, covenants and understandings have been merged into this Agreement. No prior or contemporaneous agreement or understanding, verbal or otherwise, of the Parties or their agents shall be valid or enforceable unless embodied in this Agreement.

8.2. Amendments: This Agreement may only be amended by a written instrument signed by the Parties.

8.3. Severability: Should any part of this Agreement between SCCOE and the Agency be held invalid, illegal, or unenforceable in any respect, such invalidity, illegality, or unenforceability shall not affect the validity of the remainder of the Agreement, which shall continue in full force and effect, provided that such remainder can, absent the excised portion, be reasonably interpreted to give the effect to the intentions of the parties.

8.4. Third-Party Beneficiaries: This Agreement does not, and is not intended to, confer any rights or remedies upon any person or entity other than the Parties.

8.5. Assignment: No assignment of this Agreement or of the rights and obligations hereunder shall be valid without the prior written consent of the other Party.

8.6. Use of SCCOE Name and Logo for Commercial Purposes: Agency shall not use the name or logo of SCCOE or reference any endorsement from SCCOE in any manner for any purpose, without the prior express written consent of SCCOE as provided by the SCCOE's authorized representative, or designee.

8.7. Governing Law, Venue: This Agreement has been executed and delivered in, and shall be construed and enforced in accordance with, the laws of the State of California. Proper venue for legal action regarding this Agreement shall be in Santa Clara County.

9. Insurance/Hold Harmless

9.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office.

9.2 Indemnification: Each Party will defend, indemnify, and hold the other Parties, their officers, employees, and agents harmless from and against any and all liability, loss, expense (including reasonable attorney's fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorney's fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of the indemnifying party, its officers, employees, or agents.

10. Execution Authority

Each individual executing this Agreement on behalf of a Party represents that they are duly authorized to execute and deliver this Agreement on the entity's behalf, including, as applicable, the Governing Board, Superintendent, Board of Directors, or Executive Director. This Agreement shall not be effective or binding unless it is in writing and approved by the SCCOE's authorized representative, or authorized designee, as evidenced by their signature as set forth in this Agreement.

11. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed

contract, or an electronically signed contract, has the same force and legal effect as a contract executed with an original ink signature. The term "electronic copy of a signed contract" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed contract in a portable document or other format. The term "electronically signed contract" means a contract that is executed by applying an electronic signature using technology approved by SCCOE.

SCCOE:

By: _____
Signature of Authorized SCCOE Official

Name: Anisha Munshi, Ed.D.

Title: Associate Superintendent, PLISD

Date: _____

Address: 1290 Ridder Park Dr MC 237
San Jose CA 95131

Phone: 408-453-6841

Email: amunshi@sccoe.org

Alum Rock Union School District:

By: _____
Signature of Authorized Agency Official

Name: Dr. Hilaria Bauer

Title: Superintendent

Date: _____

Address: 2930 Gay Ave.
San Jose CA 95127

Phone: 408-928-6822

Email: Hilaria.bauer@arusd.org

For Contracts Office/Risk Management use only:

RM#: _____

Date: _____

Signature: _____

12.12

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue
San José, CA 95127

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: Approve Out of State Travel, 33rd National Service Learning Conference – Together, Minneapolis, MN for Jannett Galicia, Erika Grant, Tamara Bermudes, Luvia Solis and Vanessa Kerr. Estimated cost $6,000.

33rd National Service Learning Conference - Together
Minneapolis, MN
April 20 – 22, 2022

Summary:

The National Youth Leadership Council (NYLC) helps educators increase their knowledge of service-learning and youth leadership development. The conference connects participants with educational leaders through three days of engaged learning sessions and hands-on projects. The conference will include four days of inspiration, learning, connection, and action, youths and adults can use to create an individualized agenda for an incredible professional development experience. Estimated cost $6,000.

Recommendation:

District administration is recommending that the Board of Trustees approve out-of-state travel for Jannett Galicia, Erika Grant, Tamara Bermudes, Luvia Solis and Vanessa Kerr.

Submitted by: Tereasa Smith Title: Director, Human Resources

To the Board of Trustees: **Recommend Approval**

Meeting: April 14, 2022 Regular Board Meeting

12.12
Agenda Placement

Hilaria Bauer, Ph.D., Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

[CLICK HERE] for the Travel Approval Tutorial/Quick Guide

Ref#:0000076

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

TRAVEL APPROVAL FORM

Attach Supporting Documents

Date of Request: 02/28/2022 Travel Type: Conference/Workshop Out of State?: Yes

1. Program Manager / Principal Signature: Douglas Kleinhenz Dept. / School Site: SCH - Renaissance I @ Fischer
2. Title of Conference / Meeting: 33rd National Service Learning Conference - Together
3. Location: Minneapolis City/State Minneapolis, Minesota
4. Purpose: 4 days of inspiration, learning, connection, and action to create as a professional development
5. Date (s) of Conference / Meetings: April 20 - 22
6. Departure Date / Time: 04/19/2022 9:00 AM Return Date / Time: 04/23/2022 3:00 PM
7. District Office Supervisor Approval: Rene Sanchez Date 03/30/2022
8. Human Resources:

Names(s) of Employees Attending	Sub? Yes No	Bilingual Yes No	Sub Request?: (Name)	Job Number
Galicia, Jannett	No	No		
Grant, Erika	No	No		
Bermudes, Tamara	No	No		
Solis, Luvia	No	No		

Substitute: ☐ Available ☐ Unavailable ☐ No Sub Needed Sub. Assignment Asst. Approval: JT 4/5/22

FD	RESC	PY	OBJECT	SB-OB	GOAL	FCTN	CST-CTR	LOC	PROG
060	9010	0	5200	00	1110	1000	000000	290	2102

Human Resources Dept. Approval: Yes Teresa Smith 04/05/2022

Human Resources Approval Date

9. **SECTION BELOW MUST BE COMPLETED**

Cost Description	Total Estimated Costs	Description
Transportation	$1750.00	
Registration	2250.00	
Lodging	1200.00	
Meals	700.00	
Shuttle / Parking	100.00	
Other	0.00	
Total	$6,000.00	

Attach Conference/Workshop/Meeting Information, Registration Form(s), Quote(s) I have attached

10. Account code

FD	RESC	PY	OBJECT	SB-OB	GOAL	FCTN	CST-CTR	LOC	PROG
060	9010	0	5200	00	1110	1000	000000	290	2102

11. Cynthia Sanchez 03/30/2022

Accountant Approval

Superintendent Approval for All Out of State Travel

Purchasing Approval

Board Meeting Date: _____

1. This form must be completed and submitted at least 60 days prior to the proposed trip.
2. All approvals must be obtained BEFORE travel arrangements are made and requisition is entered.
3. For questions, please contact Purchasing at x6845 or purchasing@arusd.org.

12. Additional Attendees:

Names(s) of Employees Attending	Sub? Yes No	Bilingual Yes No	Sub Request?: (Name)	Job Number
Kerr, Vanessa	No	No		

Comments



Pricing & Registration

< Return to Conference Home (https://www.nylc.org/page/SLCHome)

Registration Options

All registration options include access to the SLC21 Conference app (*Whova*) starting April 1* where you can create your own custom agenda, participate in ice-breakers, as well as facilitated and organic online discussions. You will also have access to in-app messaging, the Vendor Directory and contest, virtual Showcase booths, and the *Collective Wisdom on Critical Questions for the Service-Learning Community* summary report as a downloadable pdf by May 31, 2022.

In-Person Days

We're coming back TOGETHER! Join us in Minneapolis, Minnesota for two days of live plenary sessions, thought leader sessions, workshops, networking breakfasts, and a Day of Service (breakfast, lunch, transportation, t-shirt, and service project) on April 20-22, 2022! PLUS you will receive access to the conference Virtual Day!

The conference mobile app (Whova) contains the agenda and session locations for In-Person Days.

Virtual Day

Can't join us in Minnesota? We will come TOGETHER for live sessions on Virtual Day, April 27, 2022 or listen to the recorded versions anytime, available through May 31, 2022.

The conference app (Whova) is the event platform for Virtual Day.

2022 Conference Registration Rates		
Individual Pricing	**Non-Members and Regular Members**	**Premium Members**
***Adult - Full Conference (In-Person Days + Virtual Day)**	$425 thru 12/31/21 $450 thru 3/14/22 $475 thru 4/12/22	Log in to receive 10% off
Adult - Partial Conference (One In-Person Day + Virtual Day)	$250 thru 4/12/22	Log in to receive 10% off

2022 Conference Registration Rates		
***Adult - Virtual Day Only**	$150 thru 12/31/21 $175 thru 3/14/22 $200 thru 4/24/22	Log in to receive 10% off
***Youth (under age 23) - Full Conference (In-Person Days + Virtual Day)**	$325 thru 12/31/21 $350 thru 3/14/22 $375 thru 4/12/22	Org members only receive 10% off youth
Youth (under age 23) - Partial Conference (One In-Person Day + Virtual Day)	$200 thru 4/12/22	Org members only receive 10% off youth
***Youth (under age 23) - Virtual Day Only**	$75 thru 12/31/21 $100 thru 3/14/22 $125 thru 4/12/22	Org members only receive 10% off youth
Presenter - Full Conference (All presenters must be registered by 3/14/22.)	$375 thru 3/14/22	NA
Presenter - Virtual Day Only (All presenters must be registered by 3/14/22.)	$125 thru 3/14/22	NA

2022 Conference Registration Rates	
Group Pricing	
***5-9 attendees from one organization registering in one transaction receive 5% off Full and Virtual Day Only rates. See terms below.**	5% off thru 3/14/22 Use code **5OFF**
***10 or more attendees from one organization registering in one transaction receive 10% off Full and Virtual Day Only rates. See terms below.**	10% off thru 3/14/22 Use code **10OFF**

Terms of Registration

Only Covid-19 vaccinated persons may attend In-Person Days, and masks must be worn on site. Registrants must consent to the full safety policy (https://www.nylc.org/SLCCovidPolicy) during registration.

Submission of your conference registration authorizes NYLC and its partners to publish in any format and use for promotional and educational purposes your name and any photos, videos, and audio recordings taken of you at the conference. It also authorizes NYLC to contact you by mail and email.

Payments

NYLC accepts credit cards and checks as payment. Purchase orders may be used to reserve registration, but payment must be received in our office (not postmarked) by April 12, 2022.

Use the 'Bill Me' option if your agency uses purchase orders or otherwise needs an invoice generated for later payment. **Important: Billing Contact & Address will show on the Invoice, but the system does NOT automatically send to that address nor process notes left on the invoice.** The Primary Attendee will receive an automated email with a link to print or pay the Invoice. Each Additional Attendee will receive a confirmation. (Check your spam folder if not received within 5 minutes of registration.) It's the primary registrant's responsibility to forward this email to your billing office or responsible party, and to ensure payment is received by the deadline.

Register (https://www.nylc.org/page/SLCRegister)

TOGETHER.

We will gather ***together*** in person for the first time in two years as a conference community. We stand ***together*** to address the pandemic, natural disasters, and other crises that challenge our communities. And it is with youths and adults working ***together*** that we will change the world through service-learning.

Whether you are a teacher, administrator, afterschool program coordinator, university faculty member, foundation program officer, or a youth leader, the National Service-Learning Conference is designed for you. With four days of inspiration, learning, connection, and action, youths and adults can create an individualized agenda for an incredible professional development experience. Learn More (https://www.nylc.org/blogpost/1946030/376271/About-the-Conference) | Get Involved (https://www.nylc.org/page/SLCGetInvolved)



REGISTER NOW (HTTPS://WWW.NYLC.ORG/EVENTS/REGISTER.ASPX?ID=1559388)

Presenter Registration Deadline 3/14/22

Virtual Platform Launch 4/1/22

Late Registration Deadline 4/12/22

‹ *"I was so inspired by the youth voices and hearing ideas to do Service Learning during a pandemic."* ›

Format & Schedule

Subject to change- check back for updates. All events are listed in **Central Standard Time**. Please note that In-Person attendees must be vaccinated and follow Conference safey protocols (https://www.nylc.org/page/SLCCovidPolicy).

WED April 20

8 - 9 AM
[Breakfast and Exhibits]

9 - 10:30 AM
Opening Plenary

10:45 - 11:45 AM
Concurrent Workshops/Wisdom Circle

11:45 AM - 1:15 PM

Lunch on your own

1:15 - 2:15 PM
Concurrent Workshops/Wisdom Circle

2:30 - 3:45 PM
Lightning Talks

4 - 5 PM
Concurrent Workshops/Showcase

THUR April 21

8 - 9 AM
[Breakfast and Exhibits]

9 - 10 AM
Concurrent Workshops/Wisdom Circle

10:15 - 11:15 AM
Concurrent Workshops/Showcase

11:15 AM - 12:45 PM
Lunch on your own

12:45 - 2:00 PM
Lightning Talks

2:15 - 3:15 PM
Concurrent Workshops/Wisdom Circle

3:30 - 5:00 PM
Closing Plenary

FRI April 22

Day of Service

8 - 8:30 AM
Grab and Go Breakfast and Bus Boarding

9 - 11 AM
Service Projects

11 - 11:30 AM
Return to McNamara Center

11:30 - 1:00 PM
Lunch and Reflection

WED April 27

Virtual Day

8:45 - 9:45 AM
Concurrent Workshops

10 - 11 AM
Opening Plenary

11:15 AM - 12:15 PM
Concurrent Workshops/Wisdom Circle

12:15 - 1 PM
Break/Networking

1 - 2:15 PM
Student Showcase

2:30 - 3:30 PM

Concurrent Workshops/Wisdom Circle

3:45 - 4:15 PM
Closing

From April 1 - May 31: Discuss, share, and connect online in the Conference app with these features and more: Online Forums, Virtual Showcases & Chat, Vendor Directory, Meetups, and Direct Messaging. Register early to maximize access. Wisdom Circle contributions will be shared in a summary report to all attendees following the Conference.

Conference Features

- PLENARY SESSIONS
- WORKSHOPS
- LIGHTNING TALKS
- SERVICE-LEARNING SHOWCASE
- WISDOM CIRCLES
- DAY OF SERVICE
- EXHIBITS
- DISCUSSION FORUMS & NETWORKING

Affiliates

America's Promise (http://americaspromise.org)
Atlas Corps (http://atlascorps.org)
America's Service Commissions (http://statecommissions.org)
Billion Acts (http://www.billionacts.org)
Bright Lights Volunteers Int'l (https://www.brightlightvolunteers.org)
Camp Fire Patuxent (http://www.campfirepatuxent.org)
Ctr for Leadership & Social Change (https://thecenter.fsu.edu/)
Center for School Change (http://www.centerforschoolchange.org)
CLAYSS (http://www.clayss.org.ar)
FACE (http://www.faceeducation.org/)
GivePulse (http://www.https://www.givepulse.com/)
Gulf South Summit (http://www.gulfsouthsummit.org)
Hands On Twin Cities (http://www.handsontwincities.org)
Ignite Afterschool (http://www.igniteafterschool.org)
Innovageous (http://www.innovageous.com)
Institue of World Affairs (https://uwm.edu/cie/iwa)
jrvolunteer.org (http://www.jrvolunteer.org)
Love a Sea Turtle (http://www.loveaseaturtle.com)
Minneapolis Elections & Voter Svcs (http://vote.minneapolismn.gov)
Multiplying Good (http://multiplyinggood.org)
ProAct Indy (https://proactindy.org)
PeaceJam (http:/peacejam.org)
Study Alternative Center (https://www.sps.org/alternat)
Sweet Potato Comfort Pie (https://www.sweetpotatocom
Tennessee (https://www.volunteertennes)
WI Dept. of Public Instruction (https://www.dpi.wi.gov/servi learning)
Youth Service America (https://www.ysa.org)
>>Become an Affiliate (https://www.nylc.org/confere)