ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES

Regular Board Meeting
August 8, 2024

Thursday, August 8, 2024
REGULAR BOARD MEETING AGENDA

Type: REGULAR BOARD AGENDA
Time: 5:30 p.m.
Code: Regular #06-24/25

In compliance with the Americans with Disabilities Act, if you need special assistance in order to participate in the public meeting of the Board of Trustees, please contact the Office of the Superintendent at (408) 928-6822. Notification 72 hours prior to the meeting will enable the District to make reasonable accommodations.

THE MEETING WILL BE AVAILABLE FOR VIEWING LIVE VIA ZOOM WEBINAR MODE AND CAN BE ACCESSED AS FOLLOWS:
Join Zoom Meeting: https://arusd-org.zoom.us/j/83843295430
Webinar ID: 838 4329 5430
Or One tap mobile:
+16699006833, 83843295430# US (San Jose)

THE MEETING MAY ALSO BE VIEWED THROUGH LIVE STREAM AS FOLLOWS:
1. Live stream Youtube English Channel "AlumRock TV"
https://www.arusd.org/alumrocktv

*********PUBLIC COMMENT WILL BE ONLY IN PERSON: NO PUBLIC COMMENT WILL BE AVAILABLE THROUGH ZOOM*********

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 to the Muwekma Ohlone People Tribe of the San Francisco Bay Area for their stewardship of these lands.

1. OPEN SESSION - CALL TO ORDER AND ROLL CALL

1.01 CALL TO ORDER/ ROLL CALL/ PLEDGE OF ALLEGIANCE -- PRESIDENT LINDA CHAVEZ.

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limited to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action.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. 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 2.01 on this agenda as stated below.

2. PUBLIC MEMBERS WHO WISH TO ADDRESS THE BOARD

2.01 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 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.

3. COMMENTS AND COMMUNICATION

3.01 Teamsters.

3.02 California School Employee's Association (CSEA).

3.03 Alum Rock Educator's Association (AREA).

3.04 Alum Rock Administrator's Association (ARAA).

3.05 Interim Superintendent.

3.06 Board of Trustees/Communications/Comments.

4. PUBLIC HEARING (s) And/or Special Order of Business

4.01 PUBLIC HEARING: Alpha: Blanca Alvarado Charter School Renewal Petition.

5. 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.)

5.01 Recommendation for School Consolidation process (Information Only).

5.02 Approve voting members of the MACSA Task Force. (Vice-President Andres Quintero)

5.03 Approve CSBA Membership Dues, Period from July 1, 2024 through June 30, 2025, $17,919.00. Dues not processed before September 15, 2024 will result in a disruption of services.

5.04 Approve CSBA Educational Legal Alliance (ELA) Membership Dues, Period from July 1, 2024 through June 30, 2025, $4,480.00. Dues not processed before September 15, 2024 will result in a disruption of services.

5.05 Approve CSBA Gamut Policy Plus Service, Period from July 1, 2024 through June 30, 2025, $3,980.00. Services must be renewed by September 15, 2024 to keep uninterrupted access to service.

5.06 Approve CSBA GAMUT Online, Period from July 1,2024 through June 30, 2025, $3,875.00. Services must be renewed by September 15, 2024 to keep uninterrupted access to service.

6. 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 KIPP Public Schools' Request to Install Two (2) Volleyball Courts.

6.02 Request for Approval and Participation of SLIC Commodity Cooperative RFP No. 2425-01 for School Year 2024-2025 (Gold Star Foods).

7. BONDS -- 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.)

7.01 Adopt Administrative Regulation 3311.3 and incorporate it into the Board Policy Manual, for Traditional Design-Build Contracts (Education Code 17250.10 et seq.) and for Alternative Design-Build Contracts (Education Code 17250.60 et seq.), including required Conflict-of-Interest Policy.

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 Start and End Times for School Year 2024-2025

8.02 Consolidated Application and Reporting System (CARS) 2022/23, and 2023/24-2024-25 Reporting and 2024-2025 Application for Funding

8.03 School Plan for Student Achievement (SPSA) 2024-2025

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 Resignations (Information Only).

10. 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.)

10.01 Approve Board Meeting Minutes for the following dates: Regular Board Meeting, June 27, 2024, Special Board Meeting, July 13, 2024 and Regular Board Meeting, July 18, 2024.

10.02 Approve Acceptance of Donations.

10.03 Approve Acceptance of Vendor & Payroll Warrants.

10.04 Approve Bond Contracts/Extensions.

10.05 Approve Resolution No. 05-24/25 Approval of District's Annual Authorized Signatures to be Submitted to the Santa Clara County Office of Education (SCCOE).

10.06 Approve Resolution No. 06-24/25 Approval of District's Annual Authorized Signatures (Bank Deposits).

10.07 Approve/Ratify Notices of Employment and Changes of Status/August 8, 2024.

10.08 Approve Out of State Travel, CBCF Annual Legislative Conference, Washington DC, Veronica Talton. Zero cost to the District.

10.09 Approve Out of State Travel, 2024 5-Star Conference for Jessica Hernandez and Amber Johnstone (Sheppard Middle School), Cost $2,850.00.

10.10 Approve Memorandum(s) of Understanding.

10.11 Approve Contracts for Professional Services-Firms/Organizations

10.12 Current Enrollment (Information Only).

11. CLOSED SESSION

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

11.02 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.

11.03 CONFERENCE WITH LEGAL COUNSEL—ANTICIPATED LITIGATION Significant exposure to litigation pursuant to paragraph (2) or (3) of subdivision (d) of Section 54956.9: four potential cases.

11.04 CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9):Alum Rock Union Elementary School District v. Karen Martinez, Santa Clara County Superior Court case no. 21CV381923; Alum Rock Union Elementary School District v. Dolores Marquez, Santa Clara County Superior Court case no. 20CV372554 Alum Rock Union Elementary School District v. Esau Herrera Santa Clara County Superior Court case no. 21CV382117.

11.05 CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9): Jane Doe 1, et al. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 23CV420187; Jane AAY Doe, by and through her Guardian ad Litem, John AAL Doe v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 24CV429076; Jane Doe v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 24CV435022; Jane AHK Doe, et al. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 24CV441079; Jane Doe E.W. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 22CV407905; JANE ROE 1, JANE ROE 2, and JANE ROE 3, vs. ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT, et al., County of Santa Clara Superior Court Consolidated Case No.: 22CV409107.

11.06 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: AREA (Alum Rock Educators Association); District Negotiators: (1) Emmanuel Barbara, Interim Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Kolvira Chheng, Assistant Superintendent, Business.

11.07 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: CSEA (California Schools Employee Association); District Negotiators: (1) Emmanuel Barbara, Interim Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Kolvira Chheng, Assistant Superintendent, Business.

11.08 CONFERENCE WITH LABOR NEGOTIATORS, EMPLOYEE ORGANIZATION: TEAMSTERS; District Negotiators: (1) Emmanuel Barbara, Interim Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Kolvira Chheng, Assistant Superintendent, Business.

11.09 Public Employee Discipline/Dismissal/Release/Non-Reelection (Government Code Section 54957).

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

11.11 PUBLIC EMPLOYEE PERFORMANCE EVALUATION (Government Code Section 54957): Interim Superintendent.

12. RECONVENE TO OPEN SESSION

12.01 REPORT OF ACTION TAKEN IN CLOSED SESSION.

13. FUTURE BOARD AGENDA REQUESTS

13.01 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

14. ADJOURNMENT

14.01 President adjourns the meeting.

15. NEXT MEETING(S)

15.01 September 12, 2024 (2024-25 School Year).

4.01

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: **Public Hearing: Alpha: Blanca Alvarado Charter School Renewal Petition**

Staff Analysis: Public Hearing to review and consider the proposed renewal of the Alpha: Blanca Alvarado Charter Agreement. Education Code 47605(b) states that within 30 days of receiving a petition regarding a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district and parents/guardians. Ed. Code further states that within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request from a charter school.

PUBLIC HEARING

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

To the Board of Trustees:

Meeting: August 8, 2024
Regular Board Meeting

Public Hearing

4.01
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

NOTICE OF PUBLIC MEETING OF THE ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT CHARTER PETITION REQUEST

(Education Code § 47605(b)

PURPOSE: The Alum Rock Union Elementary School District (the "District") will conduct a public hearing to review and consider the proposed renewal and revision of the Alpha Blanca Alvarado Charter Petition. Education Code 47605(b) states that within 30 days of receiving a petition for renewal or revision regarding a charter school, the Board shall hold a public hearing to determine the level of support for the petition by teachers, other employees of the district and parents/guardians. Ed. Code further states that within 60 days of receiving a petition, or within 90 days with the consent of the petitioners and the Board, the Board shall either grant or deny the request from a charter school.

At the hearing, the testimony of all interested persons or taxpayers for or against the waiver will be heard.

When: Thursday, August 8, 2024

Where: District Office Board Room
2930 Gay Avenue
San Jose, CA 95127

Time: 5:30pm, or soon thereafter

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: The Alum Rock Union School District is faced with a significant budget shortfall leading to a budget designation of "Qualified" by the Santa Clara County Office of Education. This designation means that the district must arrive at a plan to address a projected shortfall of approximately $21 million by the 2026-2027 school year. Failure to do so may result in the designation of a fiscal expert to assume district responsibilities superseding that of the superintendent and the Board of Trustees to unilaterally impose solutions to balance the budget. A significant decline in enrollment has resulted in staffing more schools than may be warranted given the enrollment decline. The Board of Trustees had authorized the consideration of consolidating as many as nine schools for 2025-2026 as a plan to address the deficit.

A school consolidation process will be presented to the Board of Trustees for their consideration. The initial phase would be the creation of a Superintendent School Consolidation Committee with representatives from the district community, including representatives from each school, employee organizations, community organizations, and administration. The target completion date to provide a recommendation to the Board of Trustees is December 2024.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Information Only

5.01

Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

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: Approve voting members of the MACSA Taskforce.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

5.02

Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Seconded by:

Approved: Not Approved: Tabled:

5.03

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: Approve CSBA Membership Dues, Period from July 1, 2024, through June 30, 2025, $17,919.00. Dues not processed before September 15, 2024, will result in a disruption of services.

Recommendation: The staff recommends the approval of the renewal of the CSBA Membership dues.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

5.03
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

csba
California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-71768-L1W1N0	6/5/2024	

Bill To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

Ship To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2024 - 06/30/2025)	$17,919.00	1.00	$17,919.00	
ELA	ELA Membership (07/01/2024 - 06/30/2025)	$4,480.00	1.00	$4,480.00	

CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.

Total Invoice: $22,399.00 **Total Paid:** $0.00 **Balance Due:** $22,399.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

csba
California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100797	**INV-71768-L1W1N0**	**06/05/2024**		**$22,399.00**

Make checks payable to:
California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

5.04

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: Approve CSBA Educational Legal Alliance (ELA) Membership Dues, Period from July 1, 2024 through June 30, 2025, $4,480.00. Dues not processed before September 15, 2024, will result in a disruption of services.

Recommendation: The staff recommends the approval of the renewal of the CSBA Educational Legal Alliance (ELA) Membership dues.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

5.04
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

csba
California School Boards Association
(916) 371-4691

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United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
CSBA	CSBA Membership (07/01/2024 - 06/30/2025)	$17,919.00	1.00	$17,919.00	
ELA	ELA Membership (07/01/2024 - 06/30/2025)	$4,480.00	1.00	$4,480.00	

CSBA dues not processed before September 15 will result in a disruption of CSBA services. Trustees and employees of LEAs that have not paid membership dues by September 15 will not be granted access to CSBA's Annual Education Conference and Trade Show. AEC registrations made absent membership dues may be canceled on September 15. Registrants will be refunded, minus a processing fee, and hotel reservations canceled on September 16.

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2930 Gay Ave
San Jose, CA 95127-2322
United States

5.05

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 CSBA GAMUT Policy Plus Service, Period from July 1, 2024 through June 30, 2025, $3,980.00. Dues not processed before September 15, 2024, will result in a disruption of services.

Recommendation: The staff recommends the approval of the renewal of the CSBA GAMUT Policy Plus Services dues.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

5.05
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

Invoice Number	Invoice Date	PO #
INV-70801-L0V6R3	6/5/2024	

Bill To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

Ship To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY/PLUS	Gamut Policy Plus (Member) (07/01/2024 - 06/30/2025)	$3,980.00	1.00	$3,980.00	Net 30
GAMUT/POLICY	Gamut Policy (Member) (07/01/2024 - 06/30/2025)	$3,875.00	1.00	$3,875.00	Net 30

Have you renewed your CSBA Membership for 2024-25? Only CSBA members enjoy exclusive access to GAMUT and to CSBA's trainings, resources and services. Don't forget to renew your CSBA membership by September 15 to maintain uninterrupted access to GAMUT services.

Total Invoice: $7,855.00 **Total Paid:** $0.00 **Balance Due:** $7,855.00

PLEASE DETACH HERE AND RETURN BOTTOM STUB WITH PAYMENT

California School Boards Association

Customer Number	Invoice Number	Invoice Date	Terms	Balance Due
100797	**INV-70801-L0V6R3**	**06/05/2024**	**Net 30**	**$7,855.00**

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California School Boards Association - CSB (6744)
c/o West America Bank
P.O. Box 1450
Suisun City, CA 94585-4450

Bill To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

5.06

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 CSBA GAMUT Online, Period from July 1, 2024 through June 30, 2025, $3,875.00. Dues not processed before September 15, 2024, will result in a disruption of services.

Recommendation: The staff recommends the approval of the renewal of the CSBA GAMUT Online dues.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

5.06
Agenda Placement

Emmanuel Barbara, Interim
Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

csba
California School Boards Association
(916) 371-4691

Please refer to your invoice number and customer number in all communications regarding this invoice.

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United States

Ship To:
Alum Rock Union ESD
2930 Gay Ave
San Jose, CA 95127-2322
United States

Product Code	Description	Unit Price	Quantity	Extended Price	Terms
GAMUT/POLICY/PLUS	Gamut Policy Plus (Member) (07/01/2024 - 06/30/2025)	$3,980.00	1.00	$3,980.00	Net 30
GAMUT/POLICY	Gamut Policy (Member) (07/01/2024 - 06/30/2025)	$3,875.00	1.00	$3,875.00	Net 30

Have you renewed your CSBA Membership for 2024-25? Only CSBA members enjoy exclusive access to GAMUT and to CSBA's trainings, resources and services. Don't forget to renew your CSBA membership by September 15 to maintain uninterrupted access to GAMUT services.

Total Invoice: $7,855.00 **Total Paid:** $0.00 **Balance Due:** $7,855.00

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California School Boards Association

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United States

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

6.01

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: July 30, 2024

Subject: **KIPP Public Schools' Request to Install Two (2) Volleyball Courts**

Recommendation: Staff recommends that the Board of Trustees take consideration and approval of the capital improvement project proposal as presented.

*** KIPP Agreement will be provided under separate cover.***

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

To the Board of Trustees:

Recommend Approval

6.01

Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

KIPP Public Schools
NORTHERN CALIFORNIA

June 10, 2024

Kolvira Chheng
Assistant Superintendent
Alum Rock Union School District
2930 Gay Ave
San Jose, CA 95127

Dear Mr. Cheng,

I am writing to formally request approval for a limited capital improvement project at the Heartwood and Prize campuses on behalf of KIPP Northern California. In alignment with our physical education curriculum, KIPP proposes installing two 40-foot by 70-foot volleyball courts on a 4-inch thick concrete pad with a graded sub-base. This project will be managed and funded by KIPP.

On May 30th, we conducted a walkthrough with ARUSD district staff and a contractor to determine the most suitable location for this project. During this assessment, we ensured that the proposed site, as outlined in the attached sketch, would not conflict with any underground utilities or sprinkler systems. We have agreed on a location on the north side of the field.

The project scope includes grading and installing the 4-inch concrete base with an additional stone sub-base, along with the installation of interlocking tiles on top of the concrete, volleyball poles, and nets on the 40-foot by 140-foot pad. The project will comply with all applicable rules and regulations. The estimated cost of the project is approximately $150,000, and KIPP is committed to providing the necessary funding for this improvement.

Please find attached the proposed location and specific details of the court.

We appreciate your consideration of this request and look forward to your approval to enhance our facilities and support our students' physical education needs.

Thank you for your attention to this matter.

Sincerely,

Taylan Ekici
Managing Director of Real Estate & Facilities
KIPP Northern California

KIPP Public Schools
NORTHERN CALIFORNIA

Location of the two 40 feet by 70 feet volleyball courts in the campus:



Reference photo of a single volleyball court:



6.02

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: August 8, 2024

Subject: Request for Approval and Participation of SLIC Commodity Cooperative RFP No. 2425-01 for School Year 2024 – 2025 .

Staff Analysis: Alum Rock Union Elementary School District, through Child Nutrition Services, participates in the SLIC Commodity Cooperative with 121 other California school districts. In joining SLIC Commodity Cooperative, all raw commodity food items received from USDA such as cheese, turkey, beef, chicken, pork, tomatoes, beans, flour, and vegetables are distributed to manufacturers for further processing to develop USDA-approved meat/meat alternate, whole grain, and vegetable entrees. In addition, SLIC manages Department of Defense (DOD) fresh fruits and vegetables allocations and Brown Box commodity items assigned and requested by the district. Sequoia Union High School, the lead district, solicited RFP Administrative and Distribution Services for the SLIC Cooperative including Direct Delivery, USDA Processed End Products, and their Commercial Equivalents for the school year 2024-2025. Based on evaluation and scoring methods, RFP was awarded to Gold Star Foods, Inc.

Recommendation: Staff recommends the approval and participation in SLIC Commodity Cooperative RFP No. 2425-01 for the school year 2024-2025. As quantities are estimated, we anticipate the RFP award at $1,550,000.

Submitted by: Denisse B. Mendez Title: Director, Child Nutrition Services

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

To the Board of Trustees: Meeting: August 8, 2024

Recommend Approval

6.02
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Seconded by:

Approved: _____ Not Approved: _____ Tabled:

SEQUOIA UNION HIGH SCHOOL DISTRICT
480 James Avenue, Redwood City, CA 94062
650.369.1411 • www.seq.org
Food Services - Sandra Jonaidi, Director

BOARD OF TRUSTEES
Carrie Du Bois
Amy Koo
Rich Ginn
Sathvik Nori
Shawneece Stevenson

NOTICE OF AWARD

Request for Proposal (RFP) 2425-01

Administrative and Distribution Services for the SLIC Cooperative including:

Direct Delivery, USDA Processed End Products, and their Commercial Equivalents

The Sequoia Union High School District (SUHSD) as the lead district for the SLIC Co-op has completed its evaluation of proposals received in response to its Request for Proposal (RFP) No. 2425-01. Based on the evaluation criteria and scoring methods prescribed by the RFP, SUHSD has awarded the contract to:

Gold Star Foods, Inc.

The scope of work as outlined in the RFP, the subsequent response by Gold Star Foods, Inc., including a $2.74 USDA direct delivery foods fee and a per case storage fee of $1.25 per month after the 1st calendar month of receipt, serves as the terms and conditions of the contract. By signing this Notice of Award and approval by the SUHSD Board of Trustees, this contract is considered fully executed.

7/22/24

John Cho, VP Contracts and Merchandising Date
Gold Star Foods

Sandra Jonaidi, Director of Food Services Date
Sequoia Union High School District

Board of Trustee Approval ☒ Yes ☐ No Date of Board Decision: 6/26/2024

2024-2025 SLIC RFP Scoring Rubric

Criteria	Max. Points	Company 1 GoldStar Fd	Company 2 Sysco	Company 3 Danielsen
Experience & capabilities with child nutrition prog and or co-op purchasing groups	30	30	No Bid at this time	No Bid at this time
Evidence of Responsibility	30	28		
Price	40	37		
Food Safety including Hold/Recall processes	25	24		
Customer Service and Sales Plan	20	17		
Methods of Value Pass Through	20	19		
Buy American compliance	10	10		
TOTAL	**175**	165		

Sequoia Union High School District
300 James Ave.
Redwood City, CA 94062

ASSIGNMENT OF USDA DONATED FOOD DIRECT DIVERSION PROJECT

This assignment is entered into between Alum Rock Union Elementary School District, hereafter known as "Assignor", and Sequoia Union High School District, hereafter known as "Assignee" to commence services July 1, 2024.

Whereas, Assignor is a member district of the Schools Linked in Commodities (SLIC) Cooperative (SLIC Coop), a California cooperative consisting of public school agencies for the purchase of obtaining and purchasing U.S. Department of Agriculture (USDA) Brown Box, USDA Processed End Products, Department of Defense Fresh Fruits and Vegetables, and Commercially Purchased food and supplies for school food services.

Whereas, Assignee is the Lead Agency of the SLIC Coop with authority to contract for USDA Foods, other food and supplies, and related services on behalf of the Assignor.

It is hereby agreed that:

1. Both parties must remain eligible for receipt of USDA Foods as determined by the California Department of Education, Nutrition Services Division and/or Food Distribution Program.

2. Entitlement and "Fair Share" of USDA Foods, based on the Total Lunches Served (TLS) of the Assignor is assigned to the Assignee.

3. The Assignee is responsible for the ordering, receiving, storing and distribution of all USDA Foods, on behalf of the Assignor, according to policy and regulation as designated by the California Department of Education, Nutrition Services Division and/or Food Distribution Program and the USDA.

4. The Assignee will maintain an inventory management system that will fully account for all USDA Foods, including all raw/processed food items in storage as well as raw and processed product held at a Processor.

5. The Assignee is responsible for paying all FDS charges for the shipping and handling, as well as other associated costs incurred for the delivery or diversion of USDA Donated Commodity Foods, on behalf of the Assignor.

6. Should a loss of USDA Foods being held for the Assignor occur due to, but not limited to, theft, spoilage, etc., the Assignee is responsible to the California Department of Education, California Department of Education, Nutrition Services Division and/or Food Distribution Program and the USDA for the Fair Market Value of the food item(s). The reporting of any loss of USDA Foods is the responsibility of the Assignee.

7. Both the Assignee and Assignor are responsible for compliance with the USDA California Department of Education, Nutrition Services Division and/or Food Distribution Programs policies and regulations.

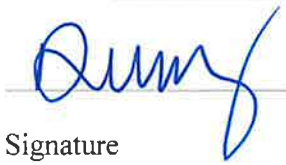
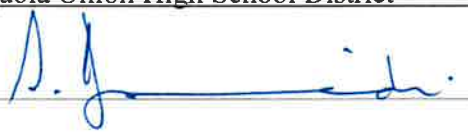
8. The Assignment will remain in force until such time as written notification has been given by the Assignor to the Assignee and the California Department of Education Food Distribution Program of its termination.

9. The Fee to be paid by Assignor directly to the Lead Agency/Assignee will be:

   a. Annual Membership fee

   b. Fee per case/unit of USDA Foods accepted and delivered for State Administrative Fee. (Assignee collects and pays this fee to the California Department of Education, Food Distribution Program on behalf of the member district).

   c. Fee per case/unit of DOD Fruits and Vegetables accepted and delivered for State Administrative Fee. (Assignee collects and pays this fee to the California Department of Education, Food Distribution Program on behalf of the member district).

ASSIGNOR	ASSIGNEE/LEAD DISTRICT
District: Alum Rock Union Elementary School District	Sequoia Union High School District
	
Signature	Signature
Denisse Mendez	Sandra K. Jonaidi
Printed Name	Printed Name
Director of Child Nutrition Services	Director
Printed Title	Printed Title
DATE: 7/29/2024	DATE:

Important Contact Information:

Lead District
Sequoia Union High School District
300 James Avenue
Redwood City, CA 94062
Attn: Sandra Jonaidi
Phone: 650-306-1755 extension 22591
Cel: 408-799-6325
Fax: 650-306-8896

SLIC Coop Administrator/Distributor
Gold Star Foods
3781 E. Airport Dr.
Ontario, CA 91761
Attn: Stephanie Ewing
Phone: 530-295-7055
Fax: 909-843-9639

California Department of Education
Food Distribution Program
1430 N Street, Suite 4503
Sacramento, CA 95814
Attn: Marina Tapia
Phone: 916-324-0577
Fax: 916-327-4004

ORIGINAL BID DOCUMENTS

AVAILABLE IN THE CNS

DEPARTMENT FOR REVIEW

RFP No. 2425-01

7.01

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees: Date: July 30, 2024

Subject: **Adopt Administrative Regulation 3311.3 and incorporate it into the Board Policy Manual, for Traditional Design-Build Contracts (Education Code 17250.10 et seq.) and for Alternative Design-Build Contracts (Education Code 17250.60 et seq.), including required Conflict-of-Interest Policy**

Staff Analysis: Adoption of Administrative Regulation 3311.3 will allow the Board of Trustees to enter into contracts with a single entity for both design and construction services in excess of $1,000,000 for traditional or $5,000,000 for alternative design-build projects. Additionally, adoption will establish the District's policy regarding conflict-of-interest, consistent with applicable law, regarding design-build projects for school facilities and workforce housing.

Recommendation: Staff recommends the Board of Trustees adopt Administrative Regulation 3311.3.

Prepared by: Marc Freitas Title: Director of Bonds, Facilities, & Leases

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

To the Board of Trustees: Meeting: August 8, 2024

Recommended Approval

7.01
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

Regulation 3311.3: Design-Build Contracts

Status PROPOSED

Original Adopted Date: _____

Design-Build Contracts

The Board of Trustees may approve a contract with a single entity for both design and construction of any school facility in excess of $1,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.20)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.25)

Alternative Design-Build Contracts

The Board of Trustees may approve a contract with a single entity for both design and construction of any school facility in excess of $5,000,000, awarding the contract to either the low bid or the best value as determined by evaluation of objective criteria. (Education Code 17250.61)

Design-build documents shall not include provisions for long-term project operations, but may include operations during a training or transition period. (Education Code 17250.62)

Design-Build Conflict of Interest Policy

The District's guidelines for a standard organizational conflict-of-interest policy, consistent with applicable law, regarding design-build projects are as follows (Education Code 17250.20; Education Code 17250.61):

1. Any professional services provider or other consultant retained by the District to provide services related to a design-build project may have an actual or apparent conflict of interest within the meaning of this Regulation. If such professional services provider or other consultant does have an actual or apparent conflict of interest within the meaning of this Regulation, that professional services provider or consultant is precluded from participating as part of the design-build entity with which the District contracts for a design-build project. This prohibition applies, without limitation, to the architect(s), engineer(s), or other professional firms retained to develop any of the following for the design-build project:

    a. design character;

    b. basic scope and needs;

    c. preliminary plans;

    d. specifications; or

    e. estimated cost.

2. The prohibition in paragraph 1 also applies to the District's program manager and construction manager, or other professional service provider or consultant, if it provides services in connection with a design-build project sufficient to cause a conflict of interest.

3. Any individual who participates in providing the services referenced in paragraphs 1 or 2, and who has a conflict of interest as understood within this Regulation, is precluded from participating as part of the design-build entity with which the District contracts for the design-build project, even if the employer would not otherwise be precluded from participation.

4. Any design-build entity member that employs a former District employee or Board member who engaged in any of the planning, arrangements, or any part of the decision-making process related to the design-build project while employed or engaged in any capacity by the District has an actual or apparent conflict of interest within the meaning of this Regulation precluding participation in the design-build project.

Procedures for Awarding the Contract

The procurement process for design-build projects shall be as follows: (Education Code 17250.25, 17250.35; Education Code 17250.62, 17250.65; Public Contract Code 2600)

1. **Performance Specifications:** The district shall prepare a set of documents setting forth the scope and estimated price of the project. The documents may include, but are not limited to:

   a. The size, type, and desired design character of the project

   b. Performance specifications that cover the quality of materials, equipment, and workmanship

   c. Preliminary plans or building layouts

   d. Any other information deemed necessary to describe adequately the district's needs

The performance specifications and any plans shall be prepared by a design professional who is duly licensed and registered in California.

2. **Prequalification:** The district shall prepare and issue a request for qualifications in order to prequalify, or develop a short list of, the design-build entities whose proposals shall be evaluated for final selection. The request for qualifications shall include, but is not limited to, all of the following elements:

   a. Identification of the basic scope and needs of the project or contract, the expected cost range, the methodology that will be used by the district to evaluate proposals, the procedure for final selection of the design-build entity, and any other information deemed necessary by the district to inform interested parties of the contracting opportunity

   b. Significant factors that the district reasonably expects to consider in evaluating qualifications, including technical design and construction expertise, acceptable safety record, and all other non-price- related factors

   c. A standard template request for statements of qualifications prepared by the district, which shall contain all of the information required pursuant to Education Code 17250.25 / Education Code 17250.62.

   d. An enforceable commitment that the design-build entity and its subcontractors at every tier will comply with the skilled and trained workforce requirements specified in Public Contract Code 2600-2603

The district also may identify specific types of subcontractors that must be included in the statement of qualifications and proposal.

3. **Request for Proposals:** The district shall prepare a request for proposals (RFP) that invites prequalified or short-listed entities to submit competitive sealed proposals in a manner prescribed by the district. The RFP shall include the information identified in items #2a and 2b above and the relative importance or weight assigned to each of the factors. If the district uses a best value selection method for a project, the district may reserve the right to request proposal revisions and hold discussions and negotiations with responsive proposers, in which case the district shall so specify in the request for proposals and shall publish separately or incorporate into the request for proposals applicable procedures to be observed by the district to ensure that any discussions or negotiations are conducted in good faith.

4. **Selection Based on Low Bid:** For those projects utilizing low bid as the final selection method, the bidding process shall result in lump-sum bids by the prequalified or short-listed design-build entities, and the contract shall be awarded to the lowest responsible bidder.

5. **Selection Based on Best Value:** For those projects utilizing best value as a selection method, the following

procedures shall be used:

a. Competitive proposals shall be evaluated using only the criteria and selection procedures specifically identified in the request for proposals. Criteria shall be weighted as deemed appropriate by the district and shall, at a minimum, include (i) price, unless a stipulated sum is specified, for design-build contracts [for alternative design-build contracts, the proposing design-build entity's design cost, general conditions, overhead, and profit as a component of the project price, unless a stipulated sum is specified]; (ii) technical design and construction experience; and (iii) life-cycle costs over 15 or more years. The district may hold discussions or negotiations with responsive proposers using the process articulated in the district's request for proposals.

b. Following any discussions or negotiations with responsive proposers and completion of the evaluation process, the responsive proposers shall be ranked on a determination of value provided, provided that no more than three proposers are required to be ranked.

c. The contract shall be awarded to the responsible entity whose proposal is determined by the district to have offered the best value to the public.

d. Upon issuance of a contract award, the district shall publicly announce its award, identifying the entity to which the award is made and stating the basis of the award. This statement and the contract file shall provide sufficient information to satisfy an external audit.

Skilled and Trained Workforce

A design-build entity shall not be prequalified or short-listed unless the entity provides an enforceable commitment to the district that the entity and its subcontractors at every tier will use a skilled and trained workforce to perform all work on the project or contract that falls within an apprenticeable occupation in the building and construction trades. The entity may demonstrate such commitment through a project labor agreement, by becoming a party to the district's project labor agreement, or through an agreement with the district to provide evidence of compliance on a monthly basis during the performance of the project or contract. (Education Code 17250.25; Education Code 17250.62; Public Contract Code 2602)

Skilled and trained workforce means that all the workers performing the work are either skilled journeypersons or apprentices registered in a state-approved apprenticeship program. At least 60 percent of the skilled journeypersons employed to perform the work shall be graduates of an apprenticeship program for the applicable occupation or at least 60 percent of the hours worked by skilled journeypersons shall be performed by graduates of an apprenticeship program, with the exception of certain occupations specified in Public Contract Code 2601 which are subject to a 30 percent threshold. (Public Contract Code 2601)

If the contractor fails to provide the monthly report demonstrating compliance with the skilled and trained workforce requirements or provides an incomplete report, the district shall withhold further payments until a complete report is provided. If a report does not demonstrate compliance with the skilled and trained workforce requirements, the district shall withhold further payments until the contractor provides a sufficient plan to achieve substantial compliance with respect to the relevant apprenticeable occupation, prior to completion of the contract or project. In addition, the district shall forward to the Labor Commissioner a copy of the monthly report, any plan to achieve compliance, and the district's response to that plan. (Public Contract Code 2602)

Policy Reference Disclaimer: These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact this policy. Instead, they are provided as additional resources for those interested in the subject matter of the policy.

State References	**Description**
Ed. Code 17250.10-17250.55	Design-build contracts - https://simbli.eboardsolutions.com/SU/KyAwX1K9LOug3Oc4uUy4Rw==
Ed. Code 17250.60-17250.69	Alternative design-build contracts
Pub. Cont. Code 2600-2603	Skilled and trained workforce requirements

Management Resources References	**Description**
Website	CSBA District and County Office of Education Legal Services - https://simbli.eboardsolutions.com/SU/UdykszdmPETuDslshXk6R5akQ==

Website	California Association of School Business Officials - https://simbli.eboardsolutions.com/SU/vplusVmEFNjoJhGgV6PRTIb0g==
Website	California Department of Education, School Facilities - https://simbli.eboardsolutions.com/SU/ATZTQPd7NwSB3FBNcFeslshYA==
Website	CSBA - https://simbli.eboardsolutions.com/SU/W3QxkK2FPsDsQBnMIENxGg==

Cross References	Description
3311	Bids - https://simbli.eboardsolutions.com/SU/c11SNRt2p6plusslshktpA1mw4hA==
3311	Bids - https://simbli.eboardsolutions.com/SU/Rfd69naDvu4zDd6eDAc2EQ==
3312	Contracts - https://simbli.eboardsolutions.com/SU/2CfljfwS6cyTcbW7z1SwjA==
7000	Concepts And Roles - https://simbli.eboardsolutions.com/SU/pM40b5EZ6Uw9XEYBSYxUBg==
7110	Facilities Master Plan - https://simbli.eboardsolutions.com/SU/eIcMGgLWLaZdSdmTfPanPg==
7140	Architectural And Engineering Services - https://simbli.eboardsolutions.com/SU/fNIzTN6oShvrMiwetZaLslshg==
7140	Architectural And Engineering Services - https://simbli.eboardsolutions.com/SU/EGoRjj9SPtbTKVbPs2fJ1w==

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: **July 2, 2024**

Subject: **Start and End Times for School Year 2024-2025**

Staff Analysis: The Academic Services Department, Child Nutrition Services Department and Transportation Department collaborated with School Administrators in order to prepare the 2024-2025 Start and End Times. They were completed based on instructional time requirements, transportation availability, food services scheduling, student safety concerns, special education programming and requirements, and bargaining unit contract guidelines.

Recommendation: Staff recommends the Board of Trustees approve the Start and End Times for the 2024-2025 school year as submitted.

Submitted by: Yeny Rosales Title: POSA, Multilingual Programs

Approved by: Sandra Garcia Title: Asst. Superintendent, Instructional Services

To the Board of Trustees:

Recommend Approval

8.01
Agenda Placement

Meeting: **August 8, 2024**
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

2024-2025 ARUSD Start and End Times

	A.M. Start	AM Kinder M-F	Kinder Minimum	PM Kinder M-F	M-T-W-F Dismissal Grades 1-3 Regular Day	M-T-W-F Dismissal Grades 4-8 Regular Day	Thursday Only Dismissal Grades 1-3 Early Release	Thursday Only Dismissal Grades 4-8 Early Release	Minimum Days Dismissal Grades 1-3 Minimum	Minimum Days Dismissal Grades 4-8 Minimum
Adelante**	8:30	8:30-11:50		9:40-1:40	2:35	2:55	1:20	1:40	1:15	1:35
Adelante II**	8:30	8:30-11:50		9:40-1:40	2:35	2:55	1:20	1:40	1:15	1:35
Aptitud**	8:20	8:20-11:40		9:40- 1:40	2:25	2:45	1:10	1:30	1:05	1:25
Cassell	8:30	8:30-11:50			2:35	2:55	1:20	1:40	1:15	1:35
Chavez*	8:40	8:40-12:00		9:50-1:50						
** Cureton	8:25	8:25-1:25			2:30	2:50	1:15	1:35	1:10	1:30
Dorsa	9:30	9:30-1:30			2:20	2:40	1:05	1:25	1:00	1:20
Hubbard**	8:15	8:15-11:35		10:00-2:00	2:20	2:40	1:05	1:25	1:00	1:20
Linda Vista*	8:00	8:00-11:20		9:00-1:00	2:25	2:45	1:10	1:30	1:05	1:25
** LUCHA	8:00	8:00-1:10 8:20-12:25 (Th)			2:05	2:25	12:50	1:10	12:45	1:05
Lyndale**	8:15	8:15-11:35		9:30-1:30	2:25	2:45	1:10	1:30	1:05	1:25
McCollam	8:00	8:00-11:20		9:20-1:20	2:05	2:25	12:50	1:10	12:45	1:05
Meyer	8:00	8:00-11:20		9:10-12:30	2:05	2:25	12:50	1:10	12:45	1:05
** Painter	8:20	8:00-1:35 8:20-12:45 (Th)			2:20	2:40	1:05	1:25	1:00	1:20
Russo/McEntee	8:30	8:30-11:50		9:40 -1:20	2:35	2:55	1:20	1:40	1:15	1:35
Ryan	8:15	8:15-11:35		9:25-1:25	2:20	2:40	1:05	1:25	1:00	1:20
San Antonio	8:25	8:25-11:45		9:35-1:35	2:30	2:50	1:15	1:35	1:10	1:30
George	8:30					2:50		1:35		1:30
Ocala	8:30					2:45		1:35		1:30
Ren. Fischer	9:00					3:20		2:05		2:00
Ren. Mathson	9:00					3:20		2:05		2:00
Sheppard	8:40					3:00		1:45		1:40

** K-8 Schools

** Kinder MOU

Adelante 1	8:30					2:55		1:40		1:35
Adelante 2	8:30					2:55		1:40		1:35
Aptitud	8:20					2:45		1:30		1:25
Hubbard	8:15					2:40		1:25		1:20
**Lyndale SDC	8:20	8:20-11:50	8:20-11:10							

** Cureton, LUCHA, Painter- Kinder MOUs

Pending Board Approval

TK Start and End Times

	Start	AM TK M-F	PM TK M-F
Adelante**	8:30	8:30-11:50	9:40-1:40
Adelante II**	8:30	8:30-1:30	
Aptitud**	8:20	8:20-11:40	
Cassell	8:30	8:30-11:50	9:30-1:30
Chavez	8:40	8:40-12:00	
Cureton	8:25	8:25-11:45	9:50-1:50
Dorsa	8:15	8:15-11:35	
Hubbard**	8:15	8:15-11:35	9:15-12:35
Linda Vista*	8:00	8:00-11:20	9:00-1:10
LUCHA	8:00	8:00-1:10 8:00- 12:20 (Th)	
Lyndale	8:15	8:15-11:35	9:15-1:15
McCollam	8:00	8:00-11:20	9:20-1:20
Meyer	8:00	8:00-11:20	
Painter	8:20	8:20-1:35 8:20- 12:45 (Th)	
Russo/McEntee	8:30	8:30-11:50	9:30-12:50
Ryan	9:25	9:25-1:25	
San Antonio	8:25	8:25-12:45	9:25-1:25

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: **July 11, 2024**

Subject: **Consolidated Application and Reporting System (CARS) 2022/23 2023/24-2024/25 Reporting and 2024-2025 Application for Funding**

Staff Analysis: The consolidated Application and Reporting System is the fiscal mechanism used by the California Department of Education (CDE) to distribute categorical funds from various state and federal programs to county offices, school districts, and charter schools throughout California. Annually, in June, Alum Rock Union Elementary School District submits CARS to the CDE to document participation in these programs and to assure that our district will comply with the legal requirements of each program.

Recommendation: Staff recommends approval of CARS **2022/23 2023/24-2024/25** Reporting and **2024-2025** Application for Funding.

Submitted by: Dr. Kiela Jimenez Title: Director of State and Federal Programs

Approved by: Sandra Garcia Title: Asst. Superintendent, Academic Services

To the Board of Trustees: Meeting: **August 09, 2024**
Regular Board Meeting

Recommend Approval

8.02
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

2022–23 Title II, Part A Fiscal Year Expenditure Report, 24 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:
Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2022–23 Title II, Part A allocation	$406,615
Transferred–in amount	$0
Transferred–out amount	$0
2022–23 Total allocation	$406,615

Professional Development Expenditures

Professional development for teachers	$249,499
Professional development for administrators	$0
Consulting/Professional services	$74,001
Induction programs	$0
Books and other supplies	$1,823
Dues and membership	$0
Travel and conferences	$35,534

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$22,169
Equitable services for nonprofit private schools	$23,589
Total expenditures	$406,615
2022–23 Unspent funds	$0

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2022–23 Title III English Learner YTD Expenditure Report, 24 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2022 through June 30, 2024.

CDE Program Contact:
Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2022–23 Title III EL student program allocation	$457,446
Transferred-in amount	$0
2022–23 Total allocation	$457,446
Object Code - Activity	
1000–1999 Certificated personnel salaries	$82,030
2000–2999 Classified personnel salaries	$2,175
3000–3999 Employee benefits	$18,581
4000–4999 Books and supplies	$148,791
5000–5999 Services and other operating expenditures	$180,186
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$25,683
Total year-to-date expenditures	$457,446
2022–23 Unspent funds	$0

Warning
The data in this report may be protected by the Family Educational Rights and Privacy Act (FERPA) and other applicable data privacy laws. Unauthorized access or sharing of this data may constitute a violation of both state and federal law.

2023-24 Title I, Part A Nonprofit Private School Students Served

This report collects nonprofit private school eligible students served by grade level (receiving Title I, Part A equitable services).

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

Students Served Count by Grade

Kindergarten Student Count	8
Grade 1 Student Count	7
Grade 2 Student Count	5
Grade 3 Student Count	5
Grade 4 Student Count	6
Grade 5 Student Count	3
Grade 6 Student Count	5
Grade 7 Student Count	7
Grade 8 Student Count	2
Grade 9 Student Count	0
Grade 10 Student Count	0
Grade 11 Student Count	0
Grade 12 Student Count	0
Students Served Total	48

Warning
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2023–24 Title II, Part A Fiscal Year Expenditure Report, 12 Months

A report of year-to-date expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:
Alice Ng (Fiscal), Division Support Office, ANg@cde.ca.gov , 916-323-4636
Lisa Fassett (Program), Professional Learning Support & Monitoring Office, LFassett@cde.ca.gov, 916-323-4963

2023–24 Title II, Part A allocation	$378,720
Transferred–in amount	$0
Transferred–out amount	$0
2023–24 Total allocation	$378,720

Professional Development Expenditures

Professional development for teachers	$18,970
Professional development for administrators	$0
Consulting/Professional services	$5,938
Induction programs	$0
Books and other supplies	$258
Dues and membership	$0
Travel and conferences	$2,597

Personnel and Other Authorized Activities

Certificated personnel salaries	$0
Classified personnel salaries	$0
Employee benefits	$0
Developing or improving an evaluation system	$0
Recruitment activities	$0
Retention activities	$0
Class size reduction	$0

Program Expenditures

Direct administrative costs	$0
Indirect costs	$1,983
Equitable services for nonprofit private schools	$3,037
Total expenditures	$32,783
2023–24 Unspent funds	$345,937

Warning
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2023–24 Title III English Learner YTD Expenditure Report, 12 Months

A report of year-to-date (YTD) expenditures by activity. Activity period covered is July 1, 2023 through June 30, 2024.

CDE Program Contact:
Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Required and authorized Title III English Learner (EL) student program activities

An eligible entity receiving funds under the Every Student Succeeds Act section 3115 (c)-(d) shall use the funds for the supplementary services as part of the language instruction program for EL students.

Refer to the Program Information link above for required and authorized EL student program activities.

Refer to the Data Entry Instructions link above for Expenditure Report Instructions.

2023–24 Title III EL student program allocation	$408,829
Transferred-in amount	$0
2023–24 Total allocation	$408,829
Object Code - Activity	
1000–1999 Certificated personnel salaries	$64,520
2000–2999 Classified personnel salaries	$2,481
3000–3999 Employee benefits	$12,552
4000–4999 Books and supplies	$69,637
5000–5999 Services and other operating expenditures	$113,672
Direct administrative costs (amount cannot exceed 2% of the student program allocation plus transferred-in amount)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$16,988
Total year-to-date expenditures	$279,850
2023–24 Unspent funds	$128,979

Warning
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2023–24 Title III English Learner Nonprofit Private School Reimbursement

The purpose of this data collection form is to capture the actual documentable number of nonprofit private school English learner students who received Title III English learner services during the reported fiscal year.

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Total nonprofit private school English learner students served	0

Warning
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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Homeless Education Certification

The LEA hereby assures that the LEA has met the following requirements:

1. Designated a staff person as the liaison for homeless children and youths;

2. Developed a written policy that supports the enrollment and retention of homeless children and youths in schools of the LEA which:

a) Includes policies and practices to ensure that homeless children and youths are not stigmatized or segregated on the basis of their status as homeless;

b) Includes a dispute resolution process;

c) Ensures that transportation is provided for a homeless child or youth to and from the school of origin if requested by the parent, guardian or homeless liaison;

3. Disseminated public notice of the educational rights of homeless children and youths where such children and youths receive services under the provisions of the Education for Homeless Children and Youths Act.

Homeless Liaison Contact Information

Homeless liaison first name	Jesus
Homeless liaison last name	Araujo
Homeless liaison title	Interim Director
Homeless liaison email address (Format: abc@xyz.zyx)	jesus.araujo@arusd.org
Homeless liaison telephone number (Format: 999-999-9999)	408-928-6961
Homeless liaison telephone extension	
Enter the full-time equivalent (FTE) for all personnel directly responsible for the implementation of homeless education (Format: 0.00)	1.5

Homeless Liaison Training Information

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Has the homeless liaison attended and/or participated in a homeless education liaison training within the last two years	Yes
Has the homeless liaison provided training to the following personnel:	
Principals and other school leaders	No
Attendance officers and registrars	No
Teachers and instructional assistants	No
School counselors	No

Homeless Education Policy and Requirements

Does the LEA have a written homeless education policy	Yes
No policy comment Provide an explanation why the LEA does not have a homeless education policy. (Maximum 500 characters)	
Date LEA's board approved the homeless education policy	01/14/2021
Does the LEA meet the above federal requirements	Yes
Compliance comment Provide an explanation why the LEA does not comply with federal requirements. (Maximum 500 characters)	

Housing Questionnaire Identifying Homeless Children

Does your LEA use a housing questionnaire to assist with the identification of homeless children and youth	Yes
Does the housing questionnaire include best practices, rights, and protections afforded to homeless children and youth	Yes
Is the housing questionnaire made available in paper form	Yes
Did your LEA administer the housing questionnaire to all student body during the school year	Yes

Title I, Part A Homeless Expenditures

2023–24 Title I, Part A LEA allocation	$2,659,062
2023–24 Title I, Part A direct or indirect services to homeless children reservation	$60,000

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2023–24 Homeless Education Policy, Requirements, and Implementation

The purpose of this data collection is to meet federal requirements specified in 42 United States Code 11431 et seq. (Education for Homeless Children and Youths Act) and some federal requirements in Title I, Part A of the Elementary and Secondary Education Act (ESEA). This collection includes monitoring local educational agencies (LEAs) and their compliance with key provisions of the Education for Homeless Children and Youths Act including the collection of contact information for each required designated LEA's homeless liaison.

CDE Program Contact:

Leanne Wheeler, Integrated Student Support and Programs Office, LWheeler@cde.ca.gov, 916-319-0383
Karmina Barrales, Integrated Student Support and Programs Office, KBarrales@cde.ca.gov , 916-327-9692

Amount of 2023–24 Title I, Part A funds expended or encumbered for direct or indirect services for homeless children	$153,982
Homeless services provided (Maximum 500 characters)	Bus tokens/passes, school uniforms, school supplies, hygiene kits, counseling services, prioritization for after-school program services.
No expenditures or encumbrances comment Provide an explanation why there are no Title I, Part A expenditures or encumbrances for homeless services. (Maximum 500 characters)	

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2024–25 Certification of Assurances

Submission of Certification of Assurances is required every fiscal year. A complete list of legal and program assurances for the fiscal year can be found at https://www.cde.ca.gov/fg/aa/co/ca24assurancestoc.asp.

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Consolidated Application Certification Statement

I hereby certify that all of the applicable state and federal rules and regulations will be observed by this applicant; that to the best of my knowledge the information contained in this application is correct and complete; and I agree to participate in the monitoring process regarding the use of these funds according to the standards and criteria set forth by the California Department of Education Federal Program Monitoring (FPM) Office. Legal assurances for all programs are accepted as the basic legal condition for the operation of selected projects and programs and copies of assurances are retained on site. I certify that we accept all assurances except for those for which a waiver has been obtained or requested. A copy of all waivers or requests is on file. I certify that actual ink signatures for this form are on file.

Authorized Representative's Full Name	Sandra Garcia
Authorized Representative's Signature	
Authorized Representative's Title	Director, State and Federal Programs
Authorized Representative's Signature Date	06/21/2024

Warning
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2024–25 Protected Prayer Certification

Every Student Succeeds Act (ESSA) Section 8524 specifies federal requirements regarding constitutionally protected prayer in public elementary and secondary schools. This form meets the annual requirement and provides written certification.

CDE Program Contact:

Miguel Cordova, Title I Policy, Program, and Support Office, MCordova@cde.ca.gov, 916-319-0381

Protected Prayer Certification Statement

The local educational agency (LEA) hereby assures and certifies to the California State Board of Education that the LEA has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in public schools as set forth in the "Guidance on Constitutionally Protected Prayer in Public Elementary and Secondary Schools."

The LEA hereby assures that this page has been printed and contains an ink signature. The ink signature copy shall be made available to the California Department of Education upon request or as part of an audit, a compliance review, or a complaint investigation.

The authorized representative agrees to the above statement	Yes
Authorized Representative's Full Name	Dr.Imee Almazan
Authorized Representative's Title	Interim Superintendent
Authorized Representative's Signature Date	06/21/2024
Comment If the LEA is not able to certify at this time, then an explanation must be provided in the comment field. (Maximum 500 characters)	

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2024–25 LCAP Federal Addendum Certification

CDE Program Contact:
Local Agency Systems Support Office, LCAPAddendum@cde.ca.gov, 916-323-5233

Initial Application

To receive initial funding under the Every Student Succeeds Act (ESSA), a local educational agency (LEA) must have a plan approved by the State Educational Agency on file with the State. Within California, LEAs that apply for ESSA funds for the first time are required to complete the Local Control and Accountability Plan (LCAP), the LCAP Federal Addendum Template (Addendum), and the Consolidated Application (ConApp). The LCAP, in conjunction with the Addendum and the ConApp, serve to meet the requirements of the ESSA LEA Plan.

In order to initially apply for funds, the LEA must certify that the current LCAP has been approved by the local governing board or governing body of the LEA. As part of this certification, the LEA agrees to submit the LCAP Federal Addendum, that has been approved by the local governing board or governing body of the LEA, to the California Department of Education (CDE) and acknowledges that the LEA agrees to work with the CDE to ensure that the Addendum addresses all required provisions of the ESSA programs for which they are applying for federal education funds.

Returning Application

If the LEA certified a prior year LCAP Federal Addendum Certification data collection form in the Consolidated Application and Reporting System, then the LEA may use in this form the same original approval or adoption date used in the prior year form.

County Office of Education (COE) or District For a COE, enter the original approval date as the day the CDE approved the current LCAP. For a district, enter the original approval date as the day the COE approved the current LCAP	06/27/2024
Direct Funded Charter Enter the adoption date of the current LCAP	
Authorized Representative's Full Name	Sandra Garcia
Authorized Representative's Title	Director, State and Federal Programs

Warning
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2024–25 Application for Funding

CDE Program Contact:
Consolidated Application Support Desk, Education Data Office, ConAppSupport@cde.ca.gov, 916-319-0297

Local Governing Board Approval

The local educational agency (LEA) is required to review and receive approval of their Application for Funding selections with their local governing board.

By checking this box the LEA certifies that the Local Board has approved the Application for Funding for the listed fiscal year	Yes

District English Learner Advisory Committee Review

Per Title 5 of the California Code of Regulations Section 11308, if your LEA has more than 50 English learners, then the LEA must establish a District English Learner Advisory Committee (DELAC) which shall review and advise on the development of the application for funding programs that serve English learners.

By checking this box the LEA certifies that parent input has been received from the District English Learner Committee (if applicable) regarding the spending of Title III funds for the listed fiscal year	Yes

Application for Categorical Programs

To receive specific categorical funds for a school year, the LEA must apply for the funds by selecting Yes below. Only the categorical funds that the LEA is eligible to receive are displayed.

Title I, Part A (Basic Grant) ESSA Sec. 1111et seq. SACS 3010	Yes
Title II, Part A (Supporting Effective Instruction) ESEA Sec. 2104 SACS 4035	Yes
Title III English Learner ESEA Sec. 3102 SACS 4203	Yes
Title III Immigrant ESEA Sec. 3102 SACS 4201	Yes
Title IV, Part A (Student and School Support) ESSA Sec. 4101 SACS 4127	Yes

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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

CDE Program Contact:

Sylvia Hanna, Title I Policy, Program, and Support Office, SHanna@cde.ca.gov, 916-319-0948
Rina DeRose, Title I Policy, Program, and Support Office, RDeRose@cde.ca.gov, 916-323-0472

In accordance with the Every Student Succeeds Act (ESSA) sections 1117 and 8501, a local educational agency shall consult annually with appropriate private school officials and both shall have the goal of reaching agreement on how to provide equitable and effective programs for eligible private school children, teachers, and families. This applies to programs under Title I, Part A; Title I, Part C; Title II, Part A; Title III, Part A; Title IV, Part A; Title IV, Part B; and section 4631, with regard to the Project School Emergency Response to Violence Program (Project SERV).

The enrollment numbers are reported under penalty of perjury by each private school on its annual Private School Affidavit. The information in the Private School Affidavit is not verified, and the California Department of Education takes no position as to its accuracy. It is expected that districts engaged in private school consultation verify the accuracy of student enrollment data and the tax exempt status if it is being used for the purpose of providing equitable services.

Private School's Believed Results of Consultation Allowable Codes

Y1: meaningful consultation occurred
Y2: timely and meaningful consultation did not occur
Y3: the program design is not equitable with respect to eligible private school children

Y4: timely and meaningful consultation did not occur and the program design is not equitable with respect to eligible private school children

Add non-attendance area school(s)

The local educational agency is electing to add nonprofit private schools outside of the district's attendance area.

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2024–25 Nonprofit Private School Consultation

The local educational agency shall provide, on an equitable basis, special education services or other benefits to address the needs of eligible children and staff enrolled in nonprofit private elementary and secondary schools under the programs listed below.

School Name	School Code	Enrollment	Consultation Occurred	Was Consultation Agreement Met	Signed Written Affirmation on File	Consultation Code	School Added
Most Holy Trinity School	6979371	187	Y	Y	Y	Y1	N
St. John Vianney School	6980452	341	Y	Y	Y	Y1	N
St. Thomas More	6905178	264	N				N
Stellar Learning Academy	6205868	7	N				N

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2024–25 Title III English Learner Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for English learner (EL) Student Program Subgrant funds only per the Title III English Learner Students Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated English learner per student allocation	$130.25
Estimated English learner student count	3,173
Estimated English learner student program allocation	$413,283

Note: $10,000 minimum program eligibility criteria

If the local educational agency's estimated English learner student program allocation is less than $10,000, then it does not meet the minimum program eligibility criteria for direct funding status and requires further action. To receive instructions regarding the consortium application process, please go to the California Department of Education Title III EL Consortium Details web page at https://www.cde.ca.gov/sp/el/t3/elconsortium.asp.

Budget

Professional development activities	$50,000
Program and other authorized activities	$167,497
English Proficiency and Academic Achievement	$150,000
Parent, family, and community engagement	$10,000
Direct administrative costs (Amount cannot exceed 2% of the estimated English learner student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$35,786
Total budget	$413,283

Warning
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2024–25 Title III Immigrant Student Program Subgrant Budget

The purpose of this data collection form is to provide a proposed budget for Immigrant Student Program Subgrant funds only per the Title III Immigrant Student Program requirements (ESSA, Sections 3114, 3115, & 3116).

CDE Program Contact:

Annie Abreu Park, Language Policy and Leadership Office, AAbreuPark@cde.ca.gov, 916-319-9620
Geoffrey Ndirangu, Language Policy and Leadership Office, GNdirang@cde.ca.gov, 916-323-5831

Estimated Allocation Calculation

Estimated immigrant per student allocation	$125.90
Estimated immigrant student count	508
Estimated immigrant student program allocation	$63,957

Note: Eligibility criteria

A local educational agency which has 5 or more eligible immigrant students and has experienced a significant increase of one half of 1 percent or more in eligible immigrant students enrollment in the current year, compared with the average of the two preceding fiscal years, is eligible to apply.

Budget

Authorized activities	$58,419
Direct administrative costs (Amount should not exceed 2% of the estimated immigrant student program allocation)	$0
Indirect costs (LEA can apply its approved indirect rate to the portion of the subgrant that is not reserved for direct administrative costs)	$5,538
Total budget	$63,957

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2024–25 Substitute System for Time Accounting

This certification may be used by auditors and by California Department of Education oversight personnel when conducting audits and sub-recipient monitoring of the substitute time-and-effort system. Approval is automatically granted when the local educational agency (LEA) submits and certifies this data collection.

CDE Program Contact:

Hilary Thomson, Fiscal Oversight and Support Office, HThomson@cde.ca.gov, 916-323-0765

The LEA certifies that only eligible employees will participate in the substitute system and that the system used to document employee work schedules includes sufficient controls to ensure that the schedules are accurate.

Detailed information on documenting salaries and wages, including both substitute systems of time accounting, are described in Procedure 905 of the California School Accounting Manual posted on the web at https://www.cde.ca.gov/fg/ac/sa/.

2024–25 Request for authorization	No
LEA certifies that the following is a full disclosure of any known deficiencies with the substitute system or known challenges with implementing the system (Maximum 500 characters)	

Warning

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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: **July 18, 2024**

Subject: **School Plan for Student Achievement (SPSA) 2024-2025**
(School Plans are available in the Board Library for review)

Staff Analysis: The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan process.

The SPSA consolidates all school-level planning efforts into one plan for programs funded through the consolidated application (ConApp) and for federal school improvement programs, including school wide programs, Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act as amended by the Every Student Succeeds Act (ESSA).

Recommendation: Staff recommends the Board of Trustees approve the 2024-2025 School Plan for Student Achievement (SPSA) for all Alum Rock Schools.

Submitted by: Dr. Kiela Jimenez Title: Director of State and Federal Programs

Approved by: Sandra Garcia Title: Asst. Superintendent, Academic Services

To the Board of Trustees: Meeting: **August 8, 2024**
Regular Board Meeting

Recommend Approval

8.03
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

School Year: **2024-25**

School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
Learning in an Urban Community with High Achieveme	43693690107748	April 19, 2023	July 21, 2023

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by Learning in an Urban Community with High Achieveme for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by Learning in an Urban Community with High Achieveme for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

The purpose of this plan is to align district and school goals. This plan will also explicitly outline the steps that LUCHA will take to meet its desired outcomes.

Educational Partner Involvement

How, when, and with whom did Learning in an Urban Community with High Achieveme consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

In creating the SPSA teachers, parents, students, and community members were an important part of the process. Information was collected via surveys, staff meetings, parent coffees, school site council and ELAC meetings.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

English Language Arts was in the orange and Chronic Absenteeism was in the red.

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

Hispanic and Socioeconomically Disadvantaged performed the lowest compared to all other student groups.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for Learning in an Urban Community with High Achieveme. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	%	0%	%	0	0	
African American	%	0.38%	%	0	1	
Asian	4.44%	3.45%	4.74%	11	9	11
Filipino	2.02%	1.92%	2.16%	5	5	5
Hispanic/Latino	91.53%	91.95%	91.81%	227	240	213
Pacific Islander	%	0.38%	0.43%	0	1	1
White	1.61%	1.15%	0.43%	4	3	1
Multiple/No Response	0.40%	0.77%	0.43%	1	2	1
			Total Enrollment	248	261	232

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Kindergarten	40	37	23
Grade 1	35	42	28
Grade 2	45	40	39
Grade3	39	53	40
Grade 4	47	49	49
Grade 5	42	40	38
Total Enrollment	248	261	232

Conclusions based on this data:

1. Kindergarten enrollment has declined over the past few years.
2. Our 5th grade enrollment is decreasing as some students matriculate to middle schools that begin in 5th grade.
3. TK/T4 students are not included in these enrollment numbers.

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	131	149	137	37.5%	52.8%	59.1%
Fluent English Proficient (FEP)	56	39	28	28.4%	22.6%	12.1%
Reclassified Fluent English Proficient (RFEP)				2.9%		

Conclusions based on this data:

1. LUCHA is seeing an increase in English Learners enrolled at our school.
2. Many of these newly enrolled English Learners are newcomers with very limited skills in English.
3. LUCHA saw an increase in reclassification for 2022-2023.

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	40	54	0	40	51	0	40	51	0.0	100.0	94.4
Grade 4	49	46	51	0	46	47	0	46	47	0.0	100.0	92.2
Grade 5	37	41	41	0	39	40	0	39	40	0.0	95.1	97.6
All Grades	135	127	146	0	125	138	0	125	138	0.0	98.4	94.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2367.	2356.		15.00	5.88		12.50	15.69		20.00	27.45		52.50	50.98
Grade 4		2406.	2411.		10.87	14.89		13.04	10.64		23.91	21.28		52.17	53.19
Grade 5		2490.	2465.		12.82	17.50		35.90	20.00		20.51	20.00		30.77	42.50
All Grades	N/A	N/A	N/A		12.80	12.32		20.00	15.22		21.60	23.19		45.60	49.28

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	3.92		60.00	52.94		27.50	43.14
Grade 4		2.17	12.77		76.09	59.57		21.74	27.66
Grade 5		12.82	12.50		56.41	60.00		30.77	27.50
All Grades		8.80	9.42		64.80	57.25		26.40	33.33

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00	1.96		45.00	52.94		50.00	45.10
Grade 4		4.35	12.77		54.35	40.43		41.30	46.81
Grade 5		15.38	12.50		66.67	50.00		17.95	37.50
All Grades		8.00	8.70		55.20	47.83		36.80	43.48

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Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00	1.96		60.00	72.55		30.00	25.49
Grade 4		10.87	4.26		67.39	61.70		21.74	34.04
Grade 5		10.26	5.00		71.79	75.00		17.95	20.00
All Grades		10.40	3.62		66.40	69.57		23.20	26.81

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Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		10.00	7.84		52.50	52.94		37.50	39.22
Grade 4		13.04	8.51		47.83	65.96		39.13	25.53
Grade 5		10.26	17.50		64.10	62.50		25.64	20.00
All Grades		11.20	10.87		54.40	60.14		34.40	28.99

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. 3rd and 4th grade student scores were the lowest - most particularly in the areas of reading and writing.
2. Writing is the domain where scores are lowest. More attention should be paid to helping students produce above level writing.

Sample

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3	49	40	54	0	40	53	0	40	53	0.0	100.0	98.1
Grade 4	49	46	51	0	46	51	0	46	51	0.0	100.0	100.0
Grade 5	37	41	41	0	39	41	0	39	41	0.0	95.1	100.0
All Grades	135	127	146	0	125	145	0	125	145	0.0	98.4	99.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		2369.	2379.		5.00	7.55		22.50	7.55		22.50	41.51		50.00	43.40
Grade 4		2396.	2390.		6.52	3.92		10.87	7.84		15.22	29.41		67.39	58.82
Grade 5		2439.	2439.		5.13	7.32		7.69	14.63		28.21	24.39		58.97	53.66
All Grades	N/A	N/A	N/A		5.60	6.21		13.60	9.66		21.60	32.41		59.20	51.72

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Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	7.55		32.50	49.06		55.00	43.40
Grade 4		6.52	7.84		23.91	25.49		69.57	66.67
Grade 5		2.56	9.76		38.46	34.15		58.97	56.10
All Grades		7.20	8.28		31.20	36.55		61.60	55.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		12.50	3.77		42.50	41.51		45.00	54.72
Grade 4		6.52	1.96		32.61	41.18		60.87	56.86
Grade 5		2.56	4.88		64.10	41.46		33.33	53.66
All Grades		7.20	3.45		45.60	41.38		47.20	55.17

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 3		5.00	5.66		55.00	60.38		40.00	33.96
Grade 4		8.70	3.92		32.61	41.18		58.70	54.90
Grade 5		10.26	4.88		43.59	60.98		46.15	34.15
All Grades		8.00	4.83		43.20	53.79		48.80	41.38

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Conclusions based on this data:

1. 3rd grade math scores were the strongest in terms of percentage of students meeting or exceeding standards.
2. The concepts and procedures domain is the weakest area for our students.

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	1415.2	1402.1	1384.0	1426.4	1416.8	1391.7	1389.2	1367.9	1365.4	32	29	28
1	1444.1	1436.6	1422.9	1468.5	1450.6	1436.9	1419.1	1422.1	1408.3	29	17	27
2	1476.1	1453.7	1457.3	1482.6	1464.6	1468.5	1469.4	1442.6	1445.6	27	29	22
3	1470.6	1467.1	1484.0	1479.4	1462.7	1487.1	1461.2	1471.1	1480.3	18	21	31
4	1496.6	1484.9	1488.4	1503.9	1481.0	1480.9	1488.9	1488.4	1495.6	14	18	34
5	*	1526.5	1538.6	*	1503.6	1548.6	*	1549.2	1528.2	7	13	17
All Grades										127	127	159

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	6.90	7.14	34.38	24.14	17.86	37.50	41.38	46.43	18.75	27.59	28.57	32	29	28
1	6.90	5.88	0.00	34.48	23.53	37.04	34.48	41.18	37.04	24.14	29.41	25.93	29	17	27
2	11.11	3.45	22.73	44.44	44.83	22.73	29.63	31.03	22.73	14.81	20.69	31.82	27	29	22
3	0.00	0.00	12.90	33.33	28.57	32.26	50.00	38.10	35.48	16.67	33.33	19.35	18	21	31
4	0.00	5.56	11.76	57.14	27.78	41.18	35.71	50.00	20.59	7.14	16.67	26.47	14	18	34
5	*	15.38	35.29	*	38.46	35.29	*	46.15	17.65	*	0.00	11.76	*	13	17
All Grades	6.30	5.51	13.21	40.16	31.50	31.45	36.22	40.16	30.82	17.32	22.83	24.53	127	127	159

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Oral Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	12.50	13.79	3.57	34.38	27.59	25.00	37.50	34.48	42.86	15.63	24.14	28.57	32	29	28
1	34.48	17.65	22.22	27.59	29.41	22.22	31.03	41.18	33.33	6.90	11.76	22.22	29	17	27
2	22.22	24.14	22.73	51.85	44.83	40.91	18.52	24.14	22.73	7.41	6.90	13.64	27	29	22
3	16.67	0.00	41.94	55.56	38.10	19.35	16.67	57.14	25.81	11.11	4.76	12.90	18	21	31
4	28.57	5.56	38.24	57.14	38.89	29.41	7.14	55.56	8.82	7.14	0.00	23.53	14	18	34
5	*	15.38	70.59	*	61.54	11.76	*	23.08	11.76	*	0.00	5.88	*	13	17
All Grades	23.62	13.39	31.45	41.73	38.58	25.16	23.62	38.58	24.53	11.02	9.45	18.87	127	127	159

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	9.38	3.45	7.14	31.25	13.79	7.14	34.38	41.38	35.71	25.00	41.38	50.00	32	29	28
1	0.00	0.00	0.00	34.48	23.53	11.11	17.24	41.18	48.15	48.28	35.29	40.74	29	17	27
2	11.11	0.00	13.64	37.04	44.83	31.82	18.52	24.14	9.09	33.33	31.03	45.45	27	29	22
3	0.00	0.00	0.00	5.56	14.29	25.81	27.78	47.62	38.71	66.67	38.10	35.48	18	21	31
4	0.00	0.00	8.82	0.00	22.22	14.71	71.43	33.33	44.12	28.57	44.44	32.35	14	18	34
5	*	15.38	17.65	*	30.77	11.76	*	53.85	41.18	*	0.00	29.41	*	13	17
All Grades	4.72	2.36	6.92	24.41	25.20	16.98	32.28	38.58	37.11	38.58	33.86	38.99	127	127	159

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	18.75	20.69	7.14	75.00	62.07	67.86	6.25	17.24	25.00	32	29	28
1	34.48	17.65	37.04	62.07	70.59	48.15	3.45	11.76	14.81	29	17	27
2	14.81	27.59	22.73	81.48	65.52	72.73	3.70	6.90	4.55	27	29	22
3	11.11	9.52	6.45	55.56	71.43	70.97	33.33	19.05	22.58	18	21	31
4	14.29	44.44	17.65	78.57	44.44	47.06	7.14	11.11	35.29	14	18	34
5	*	15.38	37.50	*	84.62	50.00	*	0.00	12.50	*	13	16
All Grades	18.90	22.83	19.62	71.65	65.35	59.49	9.45	11.81	20.89	127	127	158

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	0.00	6.90	10.71	71.88	51.72	42.86	28.13	41.38	46.43	32	29	28
1	18.52	17.65	22.22	70.37	64.71	48.15	11.11	17.65	29.63	27	17	27
2	25.93	17.24	23.81	70.37	72.41	52.38	3.70	10.34	23.81	27	29	21
3	27.78	4.76	48.39	66.67	76.19	38.71	5.56	19.05	12.90	18	21	31
4	64.29	5.56	51.61	35.71	83.33	29.03	0.00	11.11	19.35	14	18	31
5	*	30.77	87.50	*	53.85	6.25	*	15.38	6.25	*	13	16
All Grades	23.39	12.60	38.31	64.52	66.93	37.66	12.10	20.47	24.03	124	127	154

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	3.13	3.45	7.14	78.13	68.97	64.29	18.75	27.59	28.57	32	29	28
1	20.69	11.76	7.41	31.03	41.18	37.04	48.28	47.06	55.56	29	17	27
2	11.11	10.34	22.73	55.56	62.07	31.82	33.33	27.59	45.45	27	29	22
3	0.00	0.00	3.23	33.33	42.86	41.94	66.67	57.14	54.84	18	21	31
4	0.00	0.00	9.68	50.00	55.56	48.39	50.00	44.44	41.94	14	18	31
5	*	16.67	26.67	*	83.33	46.67	*	0.00	26.67	*	12	15
All Grades	7.87	6.35	11.04	51.97	58.73	45.45	40.16	34.92	43.51	127	126	154

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
K	32.26	13.79	14.29	32.26	34.48	21.43	35.48	51.72	64.29	31	29	28
1	0.00	0.00	0.00	60.71	70.59	66.67	39.29	29.41	33.33	28	17	27
2	11.54	10.34	9.52	65.38	51.72	61.90	23.08	37.93	28.57	26	29	21
3	0.00	4.76	9.68	44.44	90.48	74.19	55.56	4.76	16.13	18	21	31
4	0.00	5.56	15.63	85.71	66.67	53.13	14.29	27.78	31.25	14	18	32
5	*	38.46	25.00	*	61.54	50.00	*	0.00	25.00	*	13	16
All Grades	10.57	11.02	11.61	56.10	59.84	54.84	33.33	29.13	33.55	123	127	155

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The reading domain appears to be the area where students struggle the most
2. Students perform best in the speaking domain
3. Oral Language skills are stronger than written language skills.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
261	**79.7**	**57.1**	Students whose well being is the responsibility of a court.
Total Number of Students enrolled in Learning in an Urban Community with High Achieveme.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	149	57.1
Foster Youth		
Homeless	6	2.3
Socioeconomically Disadvantaged	208	79.7
Students with Disabilities	27	10.3

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	1	0.4
Asian	9	3.4
Filipino	5	1.9
Hispanic	240	92
Two or More Races	2	0.8
Pacific Islander	1	0.4
White	3	1.1

Conclusions based on this data:

1. The largest racial student subgroup is Hispanic (91.5%).

2. Our percentage of English Language Learners increased (from 37.5% to 52.8%)
3. A significant portion of our population identify as socioeconomically disadvantaged (79.4%).

Sample

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Blue
Mathematics Yellow		
English Learner Progress Green		

Conclusions based on this data:

1. English Learner Progress is ranked in the very low performance band and is a significant area of concern.
2. According to Suspension Rate data, LUCHA was ranked in the highest performance level band with a very low rating.
3. According to Chronic Absenteeism data, LUCHA was ranked in the lowest performance level band.

Sample

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
2	1	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Orange 59.5 points below standard Decreased -11.8 points 133 Students	 Red 92.5 points below standard Decreased Significantly -16.6 points 79 Students	 No Performance Color 0 Students

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 3 Students	 Red 75.5 points below standard Decreased Significantly -16.5 points 108 Students	143.8 points below standard Decreased -14.4 points 24 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
 No Performance Color 0 Students	 No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Orange 68.5 points below standard Decreased -11.2 points 122 Students	Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
108.4 points below standard Increased +9.8 points 72 Students	Less than 11 Students 7 Students	7.4 points below standard Decreased Significantly -20.8 points 31 Students

Conclusions based on this data:

1. Our English Learner subgroup performed significantly below our total school population.
2. While not a significant enough number of students to count as a subgroup, our students with disabilities performed much lower than our school average.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report				
Red	Orange	Yellow	Green	Blue
0	0	3	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Yellow 74 points below standard Increased +5.8 points 133 Students	 Yellow 93.7 points below standard Increased +9 points 79 Students	 No Performance Color 0 Students
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 3 Students	 Yellow 87.8 points below standard Increased +4.2 points 108 Students	119 points below standard Increased +11.4 points 24 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
No Performance Color 0 Students	No Performance Color 0 Students	Less than 11 Students 5 Students	Less than 11 Students 3 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
Yellow 80.8 points below standard Increased +6.7 points 122 Students	Less than 11 Students 1 Student	No Performance Color 0 Students	Less than 11 Students 2 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
102.7 points below standard Increased Significantly +31.1 points 72 Students	Less than 11 Students 7 Students	39.2 points below standard Decreased Significantly -20.8 points 31 Students

Conclusions based on this data:

1. Our English Learner subgroup is performing lower than our whole school population.
2. Though not a significant number of students to form an official subgroups, our students with disabilities performed far below our whole school.
3. English only students were closest to the standard.

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Green
53.3% making progress towards English language proficiency
Number of EL Students: 120 Students
Performance Level: 3

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
11	45	1	63

Conclusions based on this data:

1. The majority of our students maintained their ELPI level.
2. 27.2% of students went down in their ELPAC scores from the previous year.
3. Only 29.3% of students moved forward in their ELPAC scores.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Red	Orange	No Performance Color
22.3% Chronically Absent	23.4% Chronically Absent	0 Students
Maintained -0.2	Declined -2.8	
292 Students	171 Students	
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students	Red	Orange
9 Students	24.1% Chronically Absent	21.4% Chronically Absent
	Maintained -0.1	Declined -4.3
	237 Students	42 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 1 Student	 No Performance Color 0 Students	Less than 11 Students 10 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 23% Chronically Absent Increased 0.6 270 Students	Less than 11 Students 2 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students

Conclusions based on this data:

1. Chronic absenteeism is a serious concern at LUCHA with a large percentage of students racking up significant absences.
2. The English Learner and Students with Disabilities subgroups are the two subgroups with highest level of concern.

School and Student Performance Data

Academic Engagement

Graduation Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

Red	Orange	Yellow	Green	Blue
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Graduation Rate Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about students completing high school, which includes students who receive a standard high school diploma.

2023 Fall Dashboard Graduation Rate for All Students/Student Group		
All Students	English Learners	Foster Youth
Homeless	Socioeconomically Disadvantaged	Students with Disabilities

2023 Fall Dashboard Graduation Rate by Race/Ethnicity			
African American	American Indian	Asian	Filipino
Hispanic	Two or More Races	Pacific Islander	White

Conclusions based on this data:

1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	0	0	3

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Blue 0.3% suspended at least one day Maintained 0 301 Students	 Blue 0% suspended at least one day Maintained 0 177 Students	Less than 11 Students 1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 10 Students	 Blue 0% suspended at least one day Declined -0.5 241 Students	 Orange 2.4% suspended at least one day Increased 2.4 42 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 2 Students	 No Performance Color 0 Students	0% suspended at least one day Maintained 0 12 Students	Less than 11 Students 5 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Blue 0.4% suspended at least one day Maintained 0 275 Students	Less than 11 Students 3 Students	Less than 11 Students 1 Student	Less than 11 Students 3 Students

Conclusions based on this data:

1. LUCHA has had minimal suspensions.

Sample

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Arts and Math
55% of students will meet or exceed standards on SBAC ELA & Math assessments in 3rd-5th grade and 65% of students in Kinder-2nd grade will meet or exceed grade level standards on Level Screener end of year assessment.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, emotional and social support, as well as comprehensive standards-aligned instructional materials and resources.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Our first state test post pandemic showed a need to increase student's reading and math proficiency school wide.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
2023 SBAC Data iReady Data	The baseline will be established in the 2024-2025 school year using iReady Data 33% 3rd-5th grade ELA SBAC in 2023 19% 3rd-5th grade Math SBAC in 2023	55% 3rd-5th grade ELA SBAC in 2024 55% 3rd-5th grade Math SBAC in 2024

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	Teachers will create scope and sequence for how to effectively implement CCSS standards through district-adopted core curriculum and supplemental materials. Scope & Sequence will specify how students will be assessed. Office materials will provide teachers access to print materials needed to execute these plans	All students	4,988.94 Title I 5000-5999: Services And Other Operating Expenditures copy machines rentals, leases, maintainence

1.2	Teachers will engage all students in integrated learning across subject areas through project-based learning. Teachers will engage students in integrated learning across subject areas by using Constructed Meaning materials and training to support this ELD strategy. Students will participate in field trips and other experiential learning opportunities. Students will showcase their learning through bi-annual Exhibition Nights.		2,200 LCFF Supplemental/Concentration 4000-4999: Books And Supplies teacher budget and supplies None Specified None Specified
1.3	Students will engage in educational field trips that will contribute to building their schema around content they will be exposed to in state and local assessments.	All students	0 None Specified None Specified It will be paid by our PLG, outside fundraising
1.4	Effective integration of technology During grade level, ILT and PLC meetings teacher will reflect on effectiveness of using technology as an instructional strategy to assist students in accessing the core curriculum Students will be able to access curriculum through the use of iPads, computers, laptops, LCD projectors, and Promethean Boards. As needed, replace key components of classroom technology to utilize rich interactive resources in preparation for the transition to Smarter Balance Assessment System. This strategy would also cover the expense of licensing fees for subscriptions for online programs to support student learning.	All students	2,000 Title I 4000-4999: Books And Supplies For purchasing additional technology and online resources 0 None Specified None Specified
1.5			None Specified None Specified
1.6			
1.10			

Annual Review

Sample

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sample

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

English Language Development
100% of students will reclassify within 5 years.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement a Multi-Tiered System of Support (MTSS) across the district that ensures the well-being of staff, students, and their families. This asset-based approach will allow all members of the Alum Rock community appropriate access to tiered academic, behavioral, and social-emotional support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We do not want students to become long time English Learners.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC Data	52.5% of ELL students progressed at least one English Language Progress Indicator (ELPI). Compared to 2022 ELPI results, 29.3% of ELL students progressed at least one ELPI level. 53.3% of ELL students are making progress towards English Language Proficiency.	The goal is for students to show annual progress in their ELPAC scores so that they can reclassify (become RFEPS) within five years from the time they take their initial ELPAC.

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
2.1	Extra hour of instruction – Mondays & Wednesdays for literacy intervention • Teachers will implement guided reading groups and/or literacy circles to provide	Targeted students will receive intervention (students reading below grade level and English	5,000 Title III 1000-1999: Certificated Personnel Salaries No Cost

	students with differentiated small-group literacy instruction Extra hour of instruction on Fridays • Enrichment – those students not in intervention will have access to other opportunities to extend their learning and implement 21st-century skills of collaboration, communication, critical thinking, and creativity through outside contracts with organizations such as San Jose Area Writing Project or Audacity.	Language Learners who require support).	None Specified None Specified
2.2	TK and Kinder day will be extended to provide additional time for student learning. We know that a strong foundation sets our students on the right track for academic success and providing our youngest LUCHA learners who are also		24,218.80 Title I 2000-2999: Classified Personnel Salaries Para Professionals to support Extended Day TK/Kinder Benefits for Para Professionals to support Extended Day TK/Kinder None Specified None Specified
2.3			None Specified None Specified 0 None Specified None Specified
2.4			None Specified None Specified 0 None Specified None Specified
2.5			
2.6			

Annual Review

Sample

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sample

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safety & School Climate
LUCHA will create a positive school culture in which members feel part of an inclusive school community (measured by the Panorama school climate survey with an 80% positive response rate to all questions). 80% of parents will complete 30 parent volunteer hours of which ten will be dedicated to student's academic achievements.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote a sense of collaboration by engaging students, teachers, families, and the community to create a welcoming and team-focused culture that is inclusive and culturally responsive to student needs and demographics.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The Panorama survey results for our 3rd-5th grade students all fell below the 80% favorable response goal, but 3 of the 4 questions under Safety and School Climate showed an increase or stayed the same from the Fall survey to the Spring survey. The only question that decreased by 1% was Safety.
Knowledge and Fairness of Discipline, Rules and Norms: 77% favorable
Climate of Support for Academic Learning: 79% favorable
Sense of Belonging (School Connectedness): 75% favorable
Safety:59% favorable

Though LUCHA has strong parent participation, we strive to ensure 100% of our families are finding ways to engage in a meaningful way within the LUCHA community in order to enhance the community and lead to greater academic achievements for students.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Parent and Student Panorama Data	Spring 2024 Student Climate Survey Results (122 responses) Knowledge and Fairness of Discipline, Rules and Norms: 77% favorable Climate of Support for Academic Learning: 79% favorable Sense of Belonging (School Connectedness): 75% favorable Safety:59% favorable Spring 2024 Parent Survey Results (278 responses) After School Programs: 100% favorable Sense of Belonging (School Connectedness): 99% favorable Climate of Support for Academic Learning: 99% favorable Knowledge and Fairness of Discipline, Rules and Norms: 99% favorable Safety: 98% favorable	at least 80% positive response rate to all questions 90% or higher on Sense of Belonging questions

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
3.1	Teachers will conduct home visits with their students at the beginning of the year to establish strong home school connections.	All students	10,000 LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries To pay teachers a stipend for extended time.
3.2	Focus on LUCHA's core values of RESPECT, RESPONSIBILITY, COMPASSION, and HARD WORK Daily LUCHA Launch and monthly core value lessons and assemblies At LUCHA, we start each morning as a community gathering to review our school values and celebrate our community. This is also a time to celebrate our students achievements as we recognize students who earned LUCHA coupons are achieved other accomplishments. The principal also conducts monthly core value lessons to teach each grade level a lesson around the month's core value focus. At the end of each month, we hold a Core Value Assembly to recognize our LUCHA leaders of the month who have best exemplified the core value of the month.	All students	0 None Specified None Specified Instructional Materials and resources

Sample

3.3	Staff members will explicitly teach social and emotional skills based on the CASEL framework through daily morning meetings and regular community circles using Kimochis curriculum and other supplemental resources.	All students	0 None Specified None Specified Copy costs, paper, materials & supplies
3.4	Parent participation hours will be recorded and parents will receive parent report cards three times throughout the course of the year to update them on their progress towards their 30 hour commitment. Parents will be honored and recognized for the time that they contribute supporting the school. Project Cornerstone Los Dichos Reading Program Volunteer opportunities in the classroom Monthly Principal's Coffee/ELAC/SSC/SPARC/DAC/DLAC Provide more meaningful opportunities for parents to be involved (with a particular emphasis on supporting their child's academic progress) Monthly Community Meetings with academic focus areas and hands-on workshops for parents Parent Reading Workshops led by teachers will be provided once per month in class to give parents strategies they can use at home to support their child Strong communication with parents through weekly newsletters using Smore, updates via Parent Square and Seesaw, and regular posts on Social Media	All families	0 None Specified None Specified
3.6	Little Heroes		Title I 5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental/Concentration 5800: Professional/Consulting Services And Operating Expenditures
3.8			
3.9			

Sample

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Regarding the Student Safety and School Climate data, we are making progressive gains in 3 out of 4 questions. Under Safety, there was an increase of favorable responses under Do other kids hit and push you when they are not just playing around? This question increased by 7% points. This is due to the formal partnerships our district has with different counseling partners in our community. We started the year teaching students about body bubbles and respecting each other's physical space, and throughout the beginning of the year, we would use our mini-assemblies, lunchtime, and big assemblies to remind students how to be an upstander. Teachers also reinforce school-wide messages in the classroom during their community meetings and have models such as the Peace Path to resolve conflicts.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

This year, our teacher's union MOU didn't pass, so teachers were not officially expected to lead home visits in the beginning of the year.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Bringing in district partners was helpful, this was a new service we brought in compared to the past years. At this point, our Little Heroes partnership has to end due to budget cuts for next year. Our budget has to make room for a paraprofessional for Kindergarten extended day.

SAMPLE

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$59,786.00
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$48,407.74
Total Federal Funds Provided to the School from the LEA for CSI	$

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
Title I	$31,207.74
Title III	$5,000.00

Subtotal of additional federal funds included for this school: $36,207.74

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
	$0.00
LCFF Supplemental/Concentration	$12,200.00
None Specified	$0.00

Subtotal of state or local funds included for this school: $12,200.00

Total of federal, state, and/or local funds for this school: $48,407.74

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	57,360.00	26,152.26
LCFF Supplemental/Concentration	20,740.00	8,540.00

Expenditures by Funding Source

Funding Source	Amount
	0.00
LCFF Supplemental/Concentration	12,200.00
None Specified	0.00
Title I	31,207.74
Title III	5,000.00

Expenditures by Budget Reference

Budget Reference	Amount
	0.00
1000-1999: Certificated Personnel Salaries	15,000.00
2000-2999: Classified Personnel Salaries	24,218.80
4000-4999: Books And Supplies	4,200.00
5000-5999: Services And Other Operating Expenditures	4,988.94
None Specified	0.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
		0.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration	10,000.00

4000-4999: Books And Supplies	LCFF Supplemental/Concentration	2,200.00
None Specified	None Specified	0.00
2000-2999: Classified Personnel Salaries	Title I	24,218.80
4000-4999: Books And Supplies	Title I	2,000.00
5000-5999: Services And Other Operating Expenditures	Title I	4,988.94
1000-1999: Certificated Personnel Salaries	Title III	5,000.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	9,188.94
Goal 2	29,218.80
Goal 3	10,000.00
Goal 4	0.00

Sample

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

2 Classroom Teachers

1 Other School Staff

5 Parent or Community Members

Name of Members	Role
Annette Estrada	Principal
Sarah Husain	Classroom Teacher
Cynthia Duran	Classroom Teacher
Jandelly Martinez	Other School Staff
Mari Espinoza	Other School Staff
Nain Lopez	Parent or Community Member
Rosa Velasquez	Parent or Community Member
Laura Vasquez	Parent or Community Member
Luis Ramirez	Parent or Community Member
Yusara Milan	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on May 30, 2024.

Attested:

Principal, Annette Estrada on May 30, 2024

SSC Chairperson, Nain Lopez on May 30, 2024

Sample

Instructions

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp) pursuant to California *Education Code* (*EC*) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with *EC* 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

Sample

For questions related to specific sections of the template, please see instructions below.

Instructions: Table of Contents

- Plan Description
- Educational Partner Involvement
- Comprehensive Needs Assessment
- Goals, Strategies/Activities, and Expenditures
- Annual Review
- Budget Summary
- Appendix A: Plan Requirements for Title I Schoolwide Programs
- Appendix B: Select State and Federal Programs

For additional questions or technical assistance related to LEA and school planning, please contact the CDE's Local Agency Systems Support Office, at LCFF@cde.ca.gov.
For programmatic or policy questions regarding Title I schoolwide planning, please contact the LEA, or the CDE's Title I Policy and Program Guidance Office at TITLEI@cde.ca.gov.

Plan Description

Briefly describe the school's plan to effectively meet the ESSA requirements in alignment with the LCAP and other federal, state, and local programs.

Additional CSI Planning Requirements:
Schools eligible for CSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal CSI planning requirements.

Additional ATSI Planning Requirements:
Schools eligible for ATSI must briefly describe the purpose of this plan by stating that this plan will be used to meet federal ATSI planning requirements.

Educational Partner Involvement

Meaningful involvement of parents, students, and other stakeholders is critical to the development of the SPSA and the budget process. Within California, these stakeholders are referred to as educational partners. Schools must share the SPSA with school site-level advisory groups, as applicable (e.g., English Learner Advisory committee, student advisory groups, tribes and tribal organizations present in the community, as appropriate, etc.) and seek input from these advisory groups in the development of the SPSA.

The Educational Partner Engagement process is an ongoing, annual process. Describe the process used to involve advisory committees, parents, students, school faculty and staff, and the community in the development of the SPSA and the annual review and update.

Additional CSI Planning Requirements:
When completing this section for CSI, the LEA must partner with the school and its educational partners in the development and implementation of this plan.

Additional ATSI Planning Requirements:
This section meets the requirements for ATSI.

Resource Inequities

This section is required for all schools eligible for ATSI and CSI.

Additional CSI Planning Requirements:

- Schools eligible for CSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the CSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Additional ATSI Planning Requirements:

- Schools eligible for ATSI must identify resource inequities, which may include a review of LEA- and school-level budgeting as a part of the required school-level needs assessment.
- Identified resource inequities must be addressed through implementation of the ATSI plan.
- Briefly identify and describe any resource inequities identified as a result of the required school-level needs assessment and summarize how the identified resource inequities are addressed in the SPSA.

Comprehensive Needs Assessment

Referring to the California School Dashboard (Dashboard), identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

SWP Planning Requirements:
When completing this section for SWP, the school shall describe the steps it is planning to take to address these areas of low performance and performance gaps to improve student outcomes.

Completing this section fully addresses all SWP relevant federal planning requirements.

CSI Planning Requirements:
When completing this section for CSI, the LEA shall describe the steps the LEA will take to address the areas of low performance, low graduation rate, and/or performance gaps for the school to improve student outcomes.

Completing this section fully addresses all relevant federal planning requirements for CSI.

ATSI Planning Requirements:
Completing this section fully addresses all relevant federal planning requirements for ATSI.

Goals, Strategies/Activities, and Expenditures

In this section, a school provides a description of the annual goals to be achieved by the school. This section also includes descriptions of the specific planned strategies/activities a school will take to meet the identified goals, and a description of the expenditures required to implement the specific strategies and activities.

Additional CSI Planning Requirements:
When completing this section to meet federal planning requirements for CSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Additional ATSI Planning Requirements:
When completing this section to meet federal planning requirements for ATSI, improvement goals must also align with the goals, actions, and services in the LEA's LCAP.

Goal

Well-developed goals will clearly communicate to educational partners what the school plans to accomplish, what the school plans to do in order to accomplish the goal, and how the school will know when it has accomplished the goal. A goal should be specific enough to be measurable in either quantitative or qualitative terms. Schools should assess the performance of their student groups when developing goals and the related strategies/activities to achieve such goals. SPSA goals should align to the goals and actions in the LEA's LCAP.

A goal is a broad statement that describes the desired result to which all strategies/activities are directed. A goal answers the question: What is the school seeking to achieve?

It can be helpful to use a framework for writing goals such the S.M.A.R.T. approach.
A S.M.A.R.T. goal is:

- **S**pecific,
- **M**easurable,
- **A**chievable,
- **R**ealistic, and
- **T**ime-bound.

A level of specificity is needed in order to measure performance relative to the goal as well as to assess whether it is reasonably achievable. Including time constraints, such as milestone dates, ensures a realistic approach that supports student success.
A school may number the goals using the "Goal #" for ease of reference.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Identified Need

Describe the basis for establishing the goal. The goal should be based upon an analysis of verifiable state data, including local and state indicator data from the Dashboard and data from the School Accountability Report Card, including local data voluntarily collected by districts to measure pupil achievement.

Additional CSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal CSI planning requirements.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that the school will use as a means of evaluating progress toward accomplishing the goal. A school may identify metrics for specific student groups. Include in the

baseline column the most recent data associated with the metric or indicator available at the time of adoption of the SPSA. The most recent data associated with a metric or indicator includes data reported in the annual update of the SPSA. In the subsequent Expected Outcome column, identify the progress the school intends to make in the coming year.

Additional CSI Planning Requirements:
When completing this section for CSI, the school must include school-level metrics related to the metrics that led to the school's eligibility for CSI.

Additional ATSI Planning Requirements:
Completing this section as described above fully addresses all relevant federal ATSI planning requirements.

Strategies/Activities Table

Describe the strategies and activities being provided to meet the goal.
Complete the table as follows:

- Strategy/Activity #: Number the strategy/activity using the "Strategy/Activity #" for ease of reference.
- Description: Describe the strategy/activity.
- Students to be Served: Identify in the Strategy/Activity Table either All Students or one or more specific student groups that will benefit from the strategies and activities. ESSA Section 1111(c)(2) requires the schoolwide plan to identify either "All Students" or one or more specific student groups, including socioeconomically disadvantaged students, students from major racial and ethnic groups, students with disabilities, and English learners.
- Proposed Expenditures: List the amount(s) for the proposed expenditures. Proposed expenditures that are included more than once in a SPSA should be indicated as a duplicated expenditure and include a reference to the goal and strategy/activity where the expenditure first appears in the SPSA. Pursuant to *EC* Section 64001(g)(3)(C), proposed expenditures, based on the projected resource allocation from the governing board or governing body of the LEA, to address the findings of the needs assessment consistent with the state priorities including identifying resource inequities which may include a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.
- Funding Sources: List the funding source(s) for the proposed expenditures. Specify the funding source(s) using one or more of the following: LCFF, Federal (if Federal, identify the Title and Part, as applicable), Other State, and/or Local.

Planned strategies/activities address the findings of the comprehensive needs assessment consistent with state priorities and resource inequities, which may have been identified through a review of the LEA's budgeting, its LCAP, and school-level budgeting, if applicable.

Additional CSI Planning Requirements:
- When completing this section for CSI, this plan must include evidence-based interventions and align to the goals, actions, and services in the LEA's LCAP.
- When completing this section for CSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.

Note: Federal school improvement funds for CSI shall not be used in schools identified for TSI or ATSI. In addition, funds for CSI shall not be used to hire additional permanent staff.

Additional ATSI Planning Requirements:
- When completing this section for ATSI, this plan must include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

- When completing this section for ATSI, this plan must address through implementation, identified resource inequities, which may have been identified through a review of LEA- and school-level budgeting.
- When completing this section for ATSI, at a minimum, the student groups to be served shall include the student groups that are consistently underperforming, for which the school received the ATSI designation.

Note: Federal school improvement funds for CSI shall not be used in schools identified for ATSI. Schools eligible for ATSI do not receive funding but are required to include evidence-based interventions and align with the goals, actions, and services in the LEA's LCAP.

Annual Review

In the following Goal Analysis prompts, identify any material differences between what was planned and what actually occurred as well as significant changes in strategies/activities and/or expenditures from the prior year. This annual review and analysis should be the basis for decision-making and updates to the plan.

Goal Analysis

Using actual outcome data, including state indicator data from the Dashboard, analyze whether the planned strategies/activities were effective in achieving the goal. Respond to the prompts as instructed. Respond to the following prompts relative to this goal.

- Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.
- Briefly describe any major differences between the intended implementation and/or material difference between the budgeted expenditures to implement the strategies/activities to meet the articulated goal.
- Describe any changes that will be made to the goal, expected annual measurable outcomes, metrics/indicators, or strategies/activities to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard, as applicable. Identify where those changes can be found in the SPSA.

Note: *If the school is in the first year of implementing the goal, the Annual Review section is not required and this section may be left blank and completed at the end of the year after the plan has been executed.*

Additional CSI Planning Requirements:

- When completing this section for CSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal CSI planning requirements.
- CSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for CSI planning requirements.

Additional ATSI Planning Requirements:

- When completing this section for ATSI, any changes made to the goals, annual measurable outcomes, metrics/indicators, or strategies/activities, shall meet the federal ATSI planning requirements.
- ATSI planning requirements are listed under each section of the Instructions. For example, as a result of the Annual Review and Update, if changes are made to a goal(s), see the Goal section for ATSI planning requirements.

Budget Summary

In this section, a school provides a brief summary of the funding allocated to the school through the ConApp and/or other funding sources as well as the total amount of funds for proposed expenditures described in the SPSA. The Budget Summary is required for schools funded through the ConApp.

Note: *If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.*

Additional CSI Planning Requirements:

- From its total allocation for CSI, the LEA may distribute funds across its schools that are eligible for CSI to support implementation of this plan. In addition, the LEA may retain a portion of its total allocation to support LEA-level expenditures that are directly related to serving schools eligible for CSI.

Note: *CSI funds may not be expended at or on behalf of schools not eligible for CSI.*

Additional ATSI Planning Requirements:

Note: *Federal funds for CSI shall not be used in schools eligible for ATSI.*

Budget Summary Table

A school receiving funds allocated through the ConApp should complete the Budget Summary Table as follows:

- **Total Funds Provided to the School Through the ConApp:** This amount is the total amount of funding provided to the school through the ConApp for the school year. The school year means the fiscal year for which a SPSA is adopted or updated.
- **Total Funds Budgeted for Strategies to Meet the Goals in the SPSA:** This amount is the total of the proposed expenditures from all sources of funds associated with the strategies/activities reflected in the SPSA. To the extent strategies/activities and/or proposed expenditures are listed in the SPSA under more than one goal, the expenditures should be counted only once.

A school receiving funds from its LEA for CSI should complete the Budget Summary Table as follows:

- **Total Federal Funds Provided to the School from the LEA for CSI:** This amount is the total amount of funding provided to the school from the LEA for the purpose of developing and implementing the CSI plan for the school year set forth in the CSI LEA Application for which funds were received.

Appendix A: Plan Requirements

Schoolwide Program Requirements

This School Plan for Student Achievement (SPSA) template meets the requirements of a schoolwide program plan. The requirements below are for planning reference.
A school that operates a schoolwide program and receives funds allocated through the ConApp is required to develop a SPSA. The SPSA, including proposed expenditures of funds allocated to the school through the ConApp, must be reviewed annually and updated by the Schoolsite Council (SSC). The content of a SPSA must be aligned with school goals for improving student achievement.

Requirements for Development of the Plan

I. The development of the SPSA shall include both of the following actions:
   A. Administration of a comprehensive needs assessment that forms the basis of the school's goals contained in the SPSA.
      1. The comprehensive needs assessment of the entire school shall:
         a. Include an analysis of verifiable state data, consistent with all state priorities as noted in Sections 52060 and 52066, and informed by all indicators described in Section 1111(c)(4)(B) of the federal Every Student Succeeds Act, including pupil performance against state-determined long-term goals. The school may include data voluntarily developed by districts to measure pupil outcomes (described in the Identified Need).
         b. Be based on academic achievement information about all students in the school, including all groups under §200.13(b)(7) and migratory children as defined in section 1309(2) of the ESEA, relative to the State's academic standards under §200.1 to:
            i. Help the school understand the subjects and skills for which teaching and learning need to be improved.
            ii. Identify the specific academic needs of students and groups of students who are not yet achieving the State's academic standards.
            iii. Assess the needs of the school relative to each of the components of the schoolwide program under §200.28.
            iv. Develop the comprehensive needs assessment with the participation of individuals who will carry out the schoolwide program plan.
            v. Document how it conducted the needs assessment, the results it obtained, and the conclusions it drew from those results.
   B. Identification of the process for evaluating and monitoring the implementation of the SPSA and progress towards accomplishing the goals set forth in the SPSA (described in the Expected Annual Measurable Outcomes and Annual Review and Update).

Requirements for the Plan

II. The SPSA shall include the following:
   A. Goals set to improve pupil outcomes, including addressing the needs of student groups as identified through the needs assessment.
   B. Evidence-based strategies, actions, or services (described in Strategies and Activities)

1. A description of the strategies that the school will be implementing to address school needs, including a description of how such strategies will:
    a. Provide opportunities for all children including each of the subgroups of students to meet the challenging state academic standards
    b. Use methods and instructional strategies that:
        i. Strengthen the academic program in the school,
        ii. Increase the amount and quality of learning time, and
        iii. Provide an enriched and accelerated curriculum, which may include programs, activities, and courses necessary to provide a well-rounded education.
    c. Address the needs of all children in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards, so that all students demonstrate at least proficiency on the State's academic standards through activities which may include:
        i. Strategies to improve students' skills outside the academic subject areas;
        ii. Preparation for and awareness of opportunities for postsecondary education and the workforce;
        iii. Implementation of a schoolwide tiered model to prevent and address problem behavior;
        iv. Professional development and other activities for teachers, paraprofessionals, and other school personnel to improve instruction and use of data; and
        v. Strategies for assisting preschool children in the transition from early childhood education programs to local elementary school programs.

C. Proposed expenditures, based on the projected resource allocation from the governing board or body of the LEA (may include funds allocated via the ConApp, federal funds, and any other state or local funds allocated to the school), to address the findings of the needs assessment consistent with the state priorities, including identifying resource inequities, which may include a review of the LEAs budgeting, it's LCAP, and school-level budgeting, if applicable (described in Proposed Expenditures and Budget Summary). Employees of the schoolwide program may be deemed funded by a single cost objective.

D. A description of how the school will determine if school needs have been met (described in the Expected Annual Measurable Outcomes and the Annual Review and Update).
    1. Annually evaluate the implementation of, and results achieved by, the schoolwide program, using data from the State's annual assessments and other indicators of academic achievement;
    2. Determine whether the schoolwide program has been effective in increasing the achievement of students in meeting the State's academic standards, particularly for those students who had been furthest from achieving the standards; and
    3. Revise the plan, as necessary, based on the results of the evaluation, to ensure continuous improvement of students in the schoolwide program.

E. A description of how the school will ensure parental involvement in the planning, review, and improvement of the schoolwide program plan (described in Educational Partner Involvement and/or Strategies/Activities).
F. A description of the activities the school will include to ensure that students who experience difficulty attaining proficient or advanced levels of academic achievement standards will be provided with effective, timely additional support, including measures to:
    1. Ensure that those students' difficulties are identified on a timely basis; and
    2. Provide sufficient information on which to base effective assistance to those students.
G. For an elementary school, a description of how the school will assist preschool students in the successful transition from early childhood programs to the school.
H. A description of how the school will use resources to carry out these components (described in the Proposed Expenditures for Strategies/Activities).
I. A description of any other activities and objectives as established by the SSC (described in the Strategies/Activities).

Authority Cited: Title 34 of the *Code of Federal Regulations* (34 *CFR*), sections 200.25-26, and 200.29, and sections-1114(b)(7)(A)(i)-(iii) and 1118(b) of the ESEA. *EC* sections 64001 et. seq.

Sample

Appendix B: Plan Requirements for School to CSI/ATSI Planning Requirements

For questions or technical assistance related to meeting federal school improvement planning requirements, please contact the CDE's School Improvement and Support Office at SISO@cde.ca.gov.

Comprehensive Support and Improvement

The LEA shall partner with educational partners (including principals and other school leaders, teachers, and parents) to locally develop and implement the CSI plan for the school to improve student outcomes, and specifically address the metrics that led to eligibility for CSI (Educational Partner Involvement).

The CSI plan shall:

1. Be informed by all state indicators, including student performance against state-determined long-term goals (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*);

2. Include evidence-based interventions (*Sections: Strategies/Activities, Annual Review and Update, as applicable*) (For resources related to evidence-based interventions, see the U.S. Department of Education's "Using Evidence to Strengthen Education Investments" at https://www2.ed.gov/fund/grant/about/discretionary/2023-non-regulatory-guidance-evidence.pdf);

   Non-Regulatory Guidance: Using Evidence to Strengthen Education Investments

3. Be based on a school-level needs assessment (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Annual Review and Update, as applicable*); and

4. Identify resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed through implementation of the CSI plan (S*ections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities; and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(A), 1003(i), 1111(c)(4)(B), and 1111(d)(1) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the LCAP and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

CSI Resources

For additional CSI resources, please see the following links:

- **CSI Planning Requirements** (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/csi.asp
- **CSI Webinars**: https://www.cde.ca.gov/sp/sw/t1/csiwebinars.asp
- **CSI Planning Summary for Charters and Single-school Districts**: https://www.cde.ca.gov/sp/sw/t1/csiplansummary.asp

Sample

Additional Targeted Support and Improvement

A school eligible for ATSI shall:

1. Identify resource inequities, which may include a review of LEA- and school-level budgeting, which will be addressed through implementation of its TSI plan (*Sections: Goal, Identified Need, Expected Annual Measurable Outcomes, Planned Strategies/Activities, and Annual Review and Update, as applicable*).

Authority Cited: Sections 1003(e)(1)(B), 1003(i), 1111(c)(4)(B), and 1111(d)(2)(c) of the ESSA.

Single School Districts and Charter Schools Eligible for ESSA School Improvement

Single school districts (SSDs) or charter schools that are eligible for CSI, TSI, or ATSI, shall develop a SPSA that addresses the applicable requirements above as a condition of receiving funds (*EC* Section 64001[a] as amended by Assembly Bill [AB] 716, effective January 1, 2019).

However, a SSD or a charter school may streamline the process by combining state and federal requirements into one document which may include the local control and accountability plan (LCAP) and all federal planning requirements, provided that the combined plan is able to demonstrate that the legal requirements for each of the plans is met (*EC* Section 52062[a] as amended by AB 716, effective January 1, 2019).

Planning requirements for single school districts and charter schools choosing to exercise this option are available in the LCAP Instructions.

Authority Cited: *EC* sections 52062(a) and 64001(a), both as amended by AB 716, effective January 1, 2019.

ATSI Resources:

For additional ATSI resources, please see the following CDE links:

- ATSI Planning Requirements (see Planning Requirements tab): https://www.cde.ca.gov/sp/sw/t1/tsi.asp
- ATSI Planning and Support Webinar: https://www.cde.ca.gov/sp/sw/t1/documents/atsiplanningwebinar22.pdf
- ATSI Planning Summary for Charters and Single-school Districts: https://www.cde.ca.gov/sp/sw/t1/atsiplansummary.asp

Appendix C: Select State and Federal Programs

For a list of active programs, please see the following links:

- Programs included on the ConApp: https://www.cde.ca.gov/fg/aa/co/
- ESSA Title I, Part A: School Improvement: https://www.cde.ca.gov/sp/sw/t1/schoolsupport.asp
- Available Funding: https://www.cde.ca.gov/fg/fo/af/

Updated by the California Department of Education, October 2023

Sample

Check Point Threat Extraction secured this document

Get Original

School Year: **2024-25**



School Plan for Student Achievement (SPSA)

School Name	County-District-School (CDS) Code	Schoolsite Council (SSC) Approval Date	Local Board Approval Date
William Sheppard Middle School	43-69369-6046338	May 2, 2024	

The School Plan for Student Achievement (SPSA) is a strategic plan that maximizes the resources available to the school while minimizing duplication of effort with the ultimate goal of increasing student achievement. SPSA development should be aligned with and inform the Local Control and Accountability Plan (LCAP) process.

This SPSA template consolidates all school-level planning efforts into one plan for programs funded through the Consolidated Application (ConApp), and for federal Additional Targeted Support and Improvement (ATSI), pursuant to California Education Code (EC) Section 64001 and the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA). This template is designed to meet schoolwide program planning requirements for both the SPSA and federal ATSI planning requirements.

California's ESSA State Plan supports the state's approach to improving student group performance through the utilization of federal resources. Schools use the SPSA to document their approach to maximizing the impact of federal investments in support of underserved students. The implementation of ESSA in California presents an opportunity for schools to innovate with their federally-funded programs and align them with the priority goals of the school and the local educational agency (LEA) that are being realized under the state's Local Control Funding Formula (LCFF).

The LCFF provides schools and LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The SPSA planning process supports continuous cycles of action, reflection, and improvement. Consistent with EC 64001(g)(1), the Schoolsite Council (SSC) is required to develop and annually review the SPSA, establish an annual budget, and make modifications to the plan that reflect changing needs and priorities, as applicable.

This plan is being used by William Sheppard Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

_ Schoolwide Program
_ Comprehensive Support and Improvement
This plan meets state and ESSA requirements:

This template is based on the December, 2023 CDE revision of the School Plan for Student Achievement. Some modifications have been made to inform the SPSA development process.

Sample

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Plan Description

Briefly describe your school's plan for effectively meeting ESSA's planning requirements in alignment with the Local Control and Accountability Plan (LCAP) and other federal, state, and local programs.

This plan is being used by William Sheppard Middle School for meeting the following ESSA planning requirements in alignment with the LCAP and other federal, state, and local programs:

Schoolwide Program

Comprehensive Support and Improvement

This plan meets state and ESSA requirements:

The School Wide Plan meets the ESSA requirements through:

- A comprehensive needs assessment was conducted of the entire school that includes information on the academic achievement of students in relation to the challenging state academic standards, particularly the needs of those students who are failing, or are at risk of failing, to meet the challenging state academic standards. The process consisted of a comprehensive needs assessment with all community stakeholders. The stakeholders involved included English Learner Advisory Committee, School Site Council, Staff, Teachers, Students, Site Administration, Parents, and District Office Administration. The process consisted of the analysis of various data points from the California Dashboard and local site-level indicators. Stakeholders held dialogue around the data and provided feedback in terms of the root causes, and next steps (action items) moving forward.

- The school-wide plan was developed to support the needs of the students in the school as identified through the comprehensive needs assessment. These include:

- strategies that the school is implementing to address the school's needs by providing opportunities for all students to meet the challenging state academic standards
- the use of methods and instructional strategies that strengthen the academic program in the school, increase the amount and quality of learning time and help provide an enriched and accelerated curriculum
- programs, activities, and courses necessary to provide a well-rounded education, and strategies that address the needs of all students in the school, but particularly the needs of those students at risk of not meeting the challenging academic standards.

- The school-wide plan addresses parent and family engagement by conducting outreach to all parents and family members, including:
- a school and family engagement policy
- a school and parent compact that addresses shared responsibility for high student academic achievement, and building capacity for involvement.

Educational Partner Involvement

How, when, and with whom did William Sheppard Middle School consult as part of the planning process for this SPSA/Annual Review and Update?

Involvement Process for the SPSA and Annual Review and Update

Sheppard Middle School's (SMS) School Plan for Student Achievement (SPSA) reflects budget allocations in support of work set forth by an active and engaged community of stakeholders. The annual review is conducted routinely with School Site Council (SSC), Instructional Leadership Team (ILT), Instructional Staff, Parents, and community members and includes a needs assessment process that leads to target drivers in our school improvement. Our purpose is revisited and progress is assessed to identify adjustments in targeted outcomes. Data analysis and presentation of progress dictate our next steps in improvement plans. On a monthly basis, the plan is reviewed and progress is evaluated by the ILT and SSC. Findings are shared with the greater community and work is driven by respective data.

Resource Inequities

Briefly identify and describe any resource inequities identified as a result of the required needs assessment, as applicable.

This section is required for all schools eligible for ATSI and CSI.

Additional student supports for struggling students are now provided outside of the school day by SMS staff. At-risk students have difficulty positively connecting with the school community, especially with outside service providers. Teachers' efficiency in differentiated instruction within Project-Based Learning (PBL) needs further development. School culture and stakeholder mindsets need routine attention and support and development. While after-school interventions have been successful, we need to continue to build intensive support systems within the school day.

Comprehensive Needs Assessment Components

Identify and describe any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

California School Dashboard (Dashboard) Indicators

Referring to the California School Dashboard (Dashboard), any state indicator for which overall performance was in the "Red" or "Orange" performance category.

RED - Chronic Absenteeism, English Learner Progress, Mathematics. ORANGE - English Language Arts

Referring to the California School Dashboard (Dashboard), any state indicator for which performance for any student group was two or more performance levels below the "all student" performance.

In Suspension, the subgroup Asian students were at a level Orange which is two performance levels below the "all student" performance on Suspensions.

Other Needs

In addition to Dashboard data, other needs may be identified using locally collected data developed by the LEA to measure pupil outcomes.

Opportunities for Parent Engagement off and on campus will increase. This was seen in the Panorama Survey.

School and Student Performance Data

Student Enrollment

This report displays the annual K-12 public school enrollment by student ethnicity and grade level for William Sheppard Middle School. Annual enrollment consists of the number of students enrolled on Census Day (the first Wednesday in October). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
American Indian	0.20%	0%	0.22%	1	0	1
African American	1.79%	1.63%	1.30%	9	8	6
Asian	22.66%	21.54%	24.19%	114	106	112
Filipino	13.12%	11.79%	10.58%	66	58	49
Hispanic/Latino	58.85%	61.79%	59.40%	296	304	275
Pacific Islander	0.80%	1.02%	0.86%	4	5	4
White	1.59%	1.83%	2.38%	8	9	11
Multiple/No Response	0.99%	0.41%	1.08%	5	2	5
			Total Enrollment	503	492	463

Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	21-22	22-23	23-24
Grade 6	169	163	145
Grade 7	153	169	152
Grade 8	181	160	166
Total Enrollment	503	492	463

Conclusions based on this data:

1. Significant subgroups include Hispanic, Asian.
2. Demographics are fairly constant.
3. Enrollment has declined post-COVID district-wide

School and Student Performance Data

English Learner (EL) Enrollment

This report displays the annual K-12 public school enrollment by English Language Acquisition Status (ELAS). This information was submitted to the CDE as part of the annual Fall 1 data submission in the California Longitudinal Pupil Achievement Data System (CALPADS).

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	21-22	22-23	23-24	21-22	22-23	23-24
English Learners	118	131	109	22.2%	23.5%	23.5%
Fluent English Proficient (FEP)	214	206	198	44.0%	42.5%	42.8%
Reclassified Fluent English Proficient (RFEP)	186	187		41%	39%	

Conclusions based on this data:

1. Almost half of our EL students have been redesignated English Proficient.
2. Sheppard's population of ELs has been slowly increasing.
3. Sheppard's population of FEP and RFEP students has been slowly decreasing.

Sample

School and Student Performance Data

CAASPP Results
English Language Arts/Literacy (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	161	168	155	0	164	153	0	164	153	0.0	97.6	98.7
Grade 7	197	150	168	0	141	166	0	141	166	0.0	94.0	98.8
Grade 8	205	183	157	0	182	154	0	182	154	0.0	99.5	98.1
All Grades	563	501	480	0	487	473	0	487	473	0.0	97.2	98.5

The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2472.	2467.		7.32	5.88		17.07	15.69		32.32	32.68		43.29	45.75
Grade 7		2508.	2486.		7.80	7.23		27.66	17.47		24.11	30.12		40.43	45.18
Grade 8		2543.	2494.		12.64	4.55		28.02	22.08		31.32	22.08		28.02	51.30
All Grades	N/A	N/A	N/A		9.45	5.92		24.23	18.39		29.57	28.33		36.76	47.36

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Demonstrating understanding of literary and non-fictional texts									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		9.15	5.23		52.44	52.94		38.41	41.83
Grade 7		9.93	9.04		65.25	55.42		24.82	35.54
Grade 8		16.48	8.44		58.79	47.40		24.73	44.16
All Grades		12.11	7.61		58.52	52.01		29.36	40.38

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.88	6.54		43.29	41.18		51.83	52.29
Grade 7		13.48	9.04		50.35	40.36		36.17	50.60
Grade 8		9.89	8.44		53.30	44.16		36.81	47.40
All Grades		9.24	8.03		49.08	41.86		41.68	50.11

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		8.54	5.23		70.12	75.16		21.34	19.61
Grade 7		7.09	4.82		71.63	72.89		21.28	22.29
Grade 8		11.54	6.49		72.53	72.08		15.93	21.43
All Grades		9.24	5.50		71.46	73.36		19.30	21.14

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		13.41	7.19		60.37	68.63		26.22	24.18
Grade 7		14.89	12.05		58.87	59.64		26.24	28.31
Grade 8		17.58	11.04		69.23	57.79		13.19	31.17
All Grades		15.40	10.15		63.24	61.95		21.36	27.91

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The percentage of students meeting standards is slowly decreasing, but so is the percentage of students not meeting standards increased, significantly increasing in 8th grade. The achievement gap is increasing especially in 6th grade, but this is also seen in the 7th grade cohort. The 6th grade cohort is showing the most stability from 21-22 to 22-23.
2. The sub-standard Listening has the most potential for movement to % above standard. Research/Inquiry is a strength in every grade level.
3. The lowest achieving sub-standard in all grade levels is Writing. While the instructional programs have seen increased performance, a greater focus needs to be on Writing standards and activities. Improvement in Listening was seen in 8th grade especially. Reading is also low and should be a focus.

Sample

School and Student Performance Data

CAASPP Results
Mathematics (All Students)

The Smarter Balanced Summative Assessments for ELA and mathematics are an annual measure of what students know and can do using the Common Core State Standards for English language arts/literacy and mathematics.

The purpose of the Smarter Balanced Summative Assessments is to assess student knowledge and skills for English language arts/literacy (ELA) and mathematics, as well as how much students have improved since the previous year. These measures help identify and address gaps in knowledge or skills early so students get the support they need for success in higher grades and for college and career readiness.

All students in grades three through eight and grade eleven take the Smarter Balanced Summative Assessments unless a student's active individualized education program (IEP) designates the California Alternate Assessments.

Visit the California Department of Education's Smarter Balanced Assessment System web page for more information.

Overall Participation for All Students												
Grade Level	# of Students Enrolled			# of Students Tested			# of Students with Scores			% of Enrolled Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6	161	168	155	0	166	152	0	166	152	0.0	98.8	98.1
Grade 7	197	150	168	0	145	166	0	145	166	0.0	96.7	98.8
Grade 8	205	183	157	0	182	154	0	182	154	0.0	99.5	98.1
All Grades	563	501	480	0	493	472	0	493	472	0.0	98.4	98.3

* The "% of Enrolled Students Tested" showing in this table is not the same as "Participation Rate" for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale Score			% Standard Exceeded			% Standard Met			% Standard Nearly Met			% Standard Not Met		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		2436.	2468.		4.82	4.61		12.05	21.05		20.48	28.29		62.65	46.05
Grade 7		2447.	2451.		2.76	6.63		9.66	8.43		26.21	22.89		61.38	62.05
Grade 8		2478.	2450.		6.04	5.84		12.09	8.44		20.88	15.58		60.99	70.13
All Grades	N/A	N/A	N/A		4.67	5.72		11.36	12.50		22.31	22.25		61.66	59.53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		6.02	6.58		27.11	46.71		66.87	46.71
Grade 7		4.14	7.23		35.17	26.51		60.69	66.27
Grade 8		6.04	5.84		37.91	29.22		56.04	64.94
All Grades		5.48	6.57		33.47	33.90		61.05	59.53

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		4.22	7.89		38.55	46.71		57.23	45.39
Grade 7		2.76	3.61		52.41	46.39		44.83	50.00
Grade 8		7.14	5.84		48.35	37.01		44.51	57.14
All Grades		4.87	5.72		46.25	43.43		48.88	50.85

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near Standard			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
Grade 6		10.84	4.61		49.40	61.18		39.76	34.21
Grade 7		2.07	6.02		65.52	52.41		32.41	41.57
Grade 8		7.14	5.84		54.95	52.60		37.91	41.56
All Grades		6.90	5.51		56.19	55.30		36.92	39.19

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. The 6th to 7th grade cohort increased overall and the 6th grade data increased in Standard Met while decreasing in Standard Not Met. The 8th grade data had marked drops in achievement levels throughout in both cohorts and across.
2. The biggest achievement gap in a sub-standard is Concepts and Procedures. It is the biggest weakness in the 7th grade cohort and should be a focus in 8th grade classes.
3. The strongest sub-standard is Communicating Reaasoning even though there were some decreases in the 7th grade cohort

School and Student Performance Data

The English Language Proficiency Assessments for California (ELPAC) system is used to determine and monitor the progress of the English language proficiency for students whose primary language is not English. The ELPAC is aligned with the 2012 California English Language Development Standards and assesses four domains: listening, speaking, reading, and writing.

Visit the California Department of Education's English Language Proficiency Assessments for California (ELPAC) web page or the ELPAC.org website for more information about the ELPAC.

ELPAC Results

ELPAC Summative Assessment Data
Number of Students and Mean Scale Scores for All Students

Grade Level	Overall			Oral Language			Written Language			Number of Students Tested		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	1482.5	1492.9	1491.8	1482.0	1487.8	1491.2	1482.5	1497.7	1491.9	40	32	40
7	1481.4	1491.0	1501.9	1478.0	1485.4	1493.7	1484.3	1496.2	1509.7	40	40	37
8	1503.8	1537.3	1504.3	1509.5	1539.6	1494.1	1497.8	1534.5	1514.1	47	42	47
All Grades										127	114	124

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Overall Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.69	6.25	7.69	23.08	18.75	30.77	35.90	53.13	30.77	33.33	21.88	30.77	39	32	39
7	0.00	7.50	5.41	22.50	30.00	21.62	40.00	27.50	45.95	37.50	35.00	27.03	40	40	37
8	19.57	14.29	10.64	15.22	35.71	27.66	32.61	38.10	23.40	32.61	11.90	38.30	46	42	47
All Grades	9.60	9.65	8.13	20.00	28.95	26.83	36.00	38.60	32.52	34.40	22.81	32.52	125	114	123

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Oral Language
Percentage of Students at Each Performance Level for All Students

Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	20.51	21.88	20.51	35.90	43.75	38.46	15.38	15.63	23.08	28.21	18.75	17.95	39	32	39
7	5.00	22.50	8.11	37.50	30.00	32.43	35.00	17.50	32.43	22.50	30.00	27.03	40	40	37
8	23.91	30.95	17.02	26.09	42.86	38.30	26.09	21.43	12.77	23.91	4.76	31.91	46	42	47
All Grades	16.80	25.44	15.45	32.80	38.60	36.59	25.60	18.42	21.95	24.80	17.54	26.02	125	114	123

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Written Language Percentage of Students at Each Performance Level for All Students															
Grade Level	Level 4			Level 3			Level 2			Level 1			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	5.13	3.13	0.00	10.26	6.25	12.82	28.21	37.50	38.46	56.41	53.13	48.72	39	32	39
7	2.50	5.00	2.70	5.00	12.50	18.92	32.50	27.50	29.73	60.00	55.00	48.65	40	40	37
8	10.87	7.14	6.38	17.39	23.81	12.77	26.09	33.33	36.17	45.65	35.71	44.68	46	42	47
All Grades	6.40	5.26	3.25	11.20	14.91	14.63	28.80	32.46	34.96	53.60	47.37	47.15	125	114	123

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Listening Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	10.53	10.71	5.13	55.26	50.00	71.79	34.21	39.29	23.08	38	28	39
7	0.00	0.00	6.06	55.26	46.15	57.58	44.74	53.85	36.36	38	39	33
8	17.39	2.50	6.38	41.30	75.00	55.32	41.30	22.50	38.30	46	40	47
All Grades	9.84	3.74	5.88	50.00	57.94	61.34	40.16	38.32	32.77	122	107	119

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Speaking Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	42.11	51.61	43.24	28.95	29.03	37.84	28.95	19.35	18.92	38	31	37
7	45.00	53.85	25.00	35.00	20.51	58.33	20.00	25.64	16.67	40	39	36
8	50.00	60.98	31.11	32.61	36.59	42.22	17.39	2.44	26.67	46	41	45
All Grades	45.97	55.86	33.05	32.26	28.83	45.76	21.77	15.32	21.19	124	111	118

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Reading Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	7.69	3.23	2.63	20.51	19.35	23.68	71.79	77.42	73.68	39	31	38
7	5.26	5.13	2.78	23.68	25.64	33.33	71.05	69.23	63.89	38	39	36
8	22.22	10.26	13.04	17.78	28.21	30.43	60.00	61.54	56.52	45	39	46
All Grades	12.30	6.42	6.67	20.49	24.77	29.17	67.21	68.81	64.17	122	109	120

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Writing Domain Percentage of Students by Domain Performance Level for All Students												
Grade Level	Well Developed			Somewhat/Moderately			Beginning			Total Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23
6	8.11	3.57	8.11	62.16	82.14	62.16	29.73	14.29	29.73	37	28	37
7	0.00	2.63	12.12	76.32	57.89	60.61	23.68	39.47	27.27	38	38	33
8	2.22	5.00	2.13	71.11	87.50	63.83	26.67	7.50	34.04	45	40	47
All Grades	3.33	3.77	6.84	70.00	75.47	62.39	26.67	20.75	30.77	120	106	117

In order to protect student privacy, an asterisk (*) will be displayed for enrolled and tested counts for fewer than 4 students and for assessment results for fewer than 11 students. "N/A" will be displayed instead of a number on test results where no data is found for the specific report.

Conclusions based on this data:

1. Writing is a weak domain for both SBAC and ELPAC and should be a strong focus of instruction next year. In ELPAC there is room for growth and overall achievement has been improving. However, students are still low-achieving in this domain.
2. Percentage of students scoring a 4 on the ELPAC is slowly decreasing. This could be because Sheppard is focused on redesignating any student who scores a 4 on the ELPAC the year before thereby removing high achieving students from the test the next year. The percentage of students scoring a 1 on the ELPAC is increasing. This could be on account of an increased number of newcomers.
3. The Listening domain has a lot of potential for growth, while the Reading Domain remains the lowest domain of all.

School and Student Performance Data

California School Dashboard
Student Population

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

This section provides information about the school's student population.

2022-23 Student Population			
Total Enrollment	**Socioeconomically Disadvantaged**	**English Learners**	**Foster Youth**
492	**77.6**	**26.6**	**0.2**
Total Number of Students enrolled in William Sheppard Middle School.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2022-23 Enrollment for All Students/Student Group		
Student Group	**Total**	**Percentage**
English Learners	131	26.6
Foster Youth	1	0.2
Homeless	11	2.2
Socioeconomically Disadvantaged	382	77.6
Students with Disabilities	48	9.8

Enrollment by Race/Ethnicity		
Student Group	**Total**	**Percentage**
African American	8	1.6
Asian	106	21.5
Filipino	58	11.8
Hispanic	304	61.8
Two or More Races	2	0.4
Pacific Islander	5	1
White	9	1.8

Conclusions based on this data:

1. Significant subgroups include Hispanic and Asian, with Hispanic being the overwhelming majority. Asian population has decreased over time.

2. Sheppard has a large Students with Disabilities population at almost 10%.

3. Sheppard has a large population of Homeless and Socioeconomically Disadvantaged. This should be addressed through the school plan and budget.

Sample

School and Student Performance Data

Overall Performance

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red
Lowest Performance


Orange


Yellow


Green


Blue
Highest Performance

2023 Fall Dashboard Overall Performance for All Students

Academic Performance	Academic Engagement	Conditions & Climate
English Language Arts Orange	**Chronic Absenteeism** Red	**Suspension Rate** Green
Mathematics Red		
English Learner Progress Red		

Conclusions based on this data:

1. Math Performance was stagnant while ELA performance decreased.
2. Absenteeism increased significantly. Attention needs to be paid to how absenteeism is calculated and reported.
3. Suspensions has been moved to green and is the bright spot on the dashboard.

Sample

School and Student Performance Data

Academic Performance

English Language Arts

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard English Language Arts Equity Report				
Red	Orange	Yellow	Green	Blue
4	2	0	0	0

This section provides a view of how well students are meeting grade-level standards on the English Language Arts assessment. This measure is based on student performance on either the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard English Language Arts Performance for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Orange 62 points below standard Decreased Significantly -24.2 points 447 Students	Red 115.2 points below standard Decreased -10.9 points 140 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
Less than 11 Students 7 Students	Red 76.1 points below standard Decreased Significantly -23.7 points 343 Students	Red 149 points below standard Decreased Significantly -17.1 points 44 Students

2023 Fall Dashboard English Language Arts Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Orange 7 points below standard Decreased Significantly -17.9 points 102 Students	 Orange 19.8 points below standard Decreased Significantly -28.3 points 55 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 88.7 points below standard Decreased Significantly -19 points 268 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2023 Fall Dashboard English Language Arts Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
147.3 points below standard Decreased -13 points 92 Students	53.7 points below standard Decreased -12.1 points 48 Students	54.7 points below standard Decreased Significantly -31.3 points 138 Students

Conclusions based on this data:

1. Every subgroup decreased in ELA. The biggest drops were in EOs, Filipinos and SEDs.
2. ELS and RFEP students decreased the least. This might be an indication that our EL program is working.
3. Overall school wide performance decreased.

School and Student Performance Data

Academic Performance

Mathematics

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Mathematics Equity Report

Red	Orange	Yellow	Green	Blue
3	1	2	0	0

This section provides a view of how well students are meeting grade-level standards on the Mathematics assessment. This measure is based on student performance either on the Smarter Balanced Summative Assessment or the California Alternate Assessment, which is taken annually by students in grades 3–8 and grade 11.

2023 Fall Dashboard Mathematics Performance for All Students/Student Group

All Students	English Learners	Foster Youth
 Red 108.6 points below standard Maintained -1.1 points 447 Students	 Orange 156.4 points below standard Increased +14.6 points 140 Students	Less than 11 Students 1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
Less than 11 Students 8 Students	 Red 125.8 points below standard Decreased -5.1 points 343 Students	 Red 207.3 points below standard Decreased -10.9 points 44 Students

2023 Fall Dashboard Mathematics Performance by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Yellow 31 points below standard Increased +11 points 102 Students	 Yellow 59.9 points below standard Increased +8.4 points 55 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 144 points below standard Maintained +0.9 points 268 Students	Less than 11 Students 2 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2023 Fall Dashboard Mathematics Data Comparisons for English Learners		
Current English Learner	**Reclassified English Learners**	**English Only**
186.5 points below standard Increased +12 points 92 Students	98.6 points below standard Increased Significantly +15.1 points 48 Students	106 points below standard Maintained -0.5 points 138 Students

Conclusions based on this data:

1. ELS and RFEPS has the biggest gains in Math.
2. Students with Disabilities had the biggest decrease in Math.
3. Hispanic and EOs maintained in Math scores, but are also the farthest from standard (other than Students with Disabilities)

School and Student Performance Data

Academic Performance

English Learner Progress

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provides a view of the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2023 Fall Dashboard English Learner Progress Indicator

English Learner Progress

Red
29.6% making progress towards English language proficiency
Number of EL Students: 108 Students
Performance Level: 1

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2023 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
38	37	1	30

Conclusions based on this data:

1. 70% of ELs decreased or maintained on the ELPI.
2. Only one student maintained an ELPI Level 4. This is an indicator of strong redesignation numbers.
3. While ELs saw some success on SBAC, students showed slow progress on the ELPI.

School and Student Performance Data

Academic Performance

College/Career Report

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."

This section provided information on the percentage of high school graduates who are placed in the "Prepared" level on the College/Career Indicator.

Very Low	Low	Medium	High	Very High
Lowest Performance				Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard College/Career Equity Report				
Very High	**High**	**Medium**	**Low**	**Very Low**

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard College/Career Report for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**

2023 Fall Dashboard College/Career Reportby Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Hispanic	**Two or More Races**	**Pacific Islander**	**White**

Conclusions based on this data:

1.

School and Student Performance Data

Academic Engagement

Chronic Absenteeism

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

The California School Dashboard goes beyond test scores alone to provide a more complete picture of how schools and districts are meeting the needs of all students. To help parents and educators identify strengths and areas for improvement, California reports how districts, schools (including alternative schools), and student groups are performing across state and local measures.

Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."



Red

Lowest Performance



Orange



Yellow



Green



Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Chronic Absenteeism Equity Report				
Red	Orange	Yellow	Green	Blue

This section provides information about the percentage of students in kindergarten through grade 8 who are absent 10 percent or more of the instructional days they were enrolled.

2023 Fall Dashboard Chronic Absenteeism for All Students/Student Group		
All Students	**English Learners**	**Foster Youth**
 Red 15.6% Chronically Absent Increased Significantly 10.5 520 Students	 Red 18.2% Chronically Absent Increased Significantly 14.4 154 Students	Less than 11 Students 1 Student
Homeless	**Socioeconomically Disadvantaged**	**Students with Disabilities**
20% Chronically Absent 0 15 Students	 Red 18.8% Chronically Absent Increased Significantly 13 404 Students	 Red 29.8% Chronically Absent Increased 18.1 57 Students

2023 Fall Dashboard Chronic Absenteeism by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Yellow 4.5% Chronically Absent Increased 4.5 111 Students	 Orange 5.1% Chronically Absent Increased 0.7 59 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Red 20% Chronically Absent Increased Significantly 13.2 325 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. Sub groups with chronic absenteeism include students with disabilities and Socioeconomically Disadvantaged.
2. Students with disabilities have the highest chronic absenteeism.
3. All subgroups had increased rates of absenteeism despite our ADA of 93% for the year.

School and Student Performance Data

Conditions & Climate

Suspension Rate

The 2023 California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.

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Performance on state measures, using comparable statewide data, is represented by one of five colors. The performance level (color) is not included when there are fewer than 30 students in any year. This is represented using a greyed out color dial with the words "No Performance Color."


Red

Lowest Performance


Orange


Yellow


Green


Blue

Highest Performance

This section provides number of student groups in each level.

2023 Fall Dashboard Suspension Rate Equity Report

Red	Orange	Yellow	Green	Blue
0	1	1	3	1

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2023 Fall Dashboard Suspension Rate for All Students/Student Group

All Students	English Learners	Foster Youth
 Green 5.5% suspended at least one day Declined Significantly -3.4 532 Students	 Green 7.6% suspended at least one day Declined Significantly -5.7 158 Students	Less than 11 Students 1 Student

Homeless	Socioeconomically Disadvantaged	Students with Disabilities
6.7% suspended at least one day 15 Students	 Green 6.5% suspended at least one day Declined -2.8 414 Students	 Yellow 9.8% suspended at least one day Declined -4.2 61 Students

2023 Fall Dashboard Suspension Rate by Race/Ethnicity			
African American	**American Indian**	**Asian**	**Filipino**
Less than 11 Students 8 Students	 No Performance Color 0 Students	 Orange 2.7% suspended at least one day Increased 0.9 113 Students	 Blue 0% suspended at least one day Maintained 0 59 Students
Hispanic	**Two or More Races**	**Pacific Islander**	**White**
 Green 6.6% suspended at least one day Declined Significantly -6.6 335 Students	Less than 11 Students 3 Students	Less than 11 Students 5 Students	Less than 11 Students 9 Students

Conclusions based on this data:

1. SWDs still have the highest suspension rate.
2. SWD, ELS and Hispanic all had significant decreases in suspensions.
3. Filipinos had no suspensions.

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 1

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

All students will progress in grade level proficiency in ELA & Math.
Sheppard will provide all students with a rigorous, inclusive, and innovative instructional program that is standards-aligned, preparing them for college and career readiness and excellence in the 21st century.
35% of students will meet standards on SBAC in ELA and
28% of students will meet standards on SBAC in Math.
ALL students, including English Learners, special ed, and socioeconomically disadvantaged, as well as racial subgroups, will progress by 10% in both ELA and Math.
15% of ELs will reach reach an overall ELPAC 4. Reclassify all students who have reached an ELPAC 4.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, emotional and social support, as well as comprehensive standards-aligned instructional materials and resources.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

SMS Academic program design of PBL and Integrated Technology must be continuously implemented and further developed. SMS must establish a culture of reading. ELA and Social Studies Department collaboration must focus on student progress in writing and standards mastery. Math and Science department collaboration must focus on student progress and standards mastery. Students need additional support via differentiation and interventions and must include results analysis by subgroups including SED, EL, SpEd, Hispanic, Asian, etc.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
FastBridge Fall, Winter, and Spring benchmark assessments in Math and ELA. Midyear and end-of-year benchmarks: SBAC, ELPAC, Curriculum assessments for SpEd	FastBridge Fall 2023 - Winter 2023 Outcomes 100% Student Completion aReading 1% Decreaes of On-Track aReading 3% Decrease of High Risk aMath 4% Decreaes of On-Track aMath no change of High Risk SBAC 22-23 ELA - 29% Met Standard SBAC 22-23 Math - 21% Met Standard ELPAC 10% of students scored Level 4 22-23 Fast Bridge data shows SMS students outperforming all other middle schools in Alum Rock and expected progress in student performance is met.	iReady Assessments 100% SBAC ELA 35% proficient SBAC Math 28% proficient ELPAC - 15% of students score Level 4

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures
1.1	THE INSTRUCTIONAL LEADERSHIP TEAM (ILT) WILL SUPPORT TEACHERS IN THE IMPLEMENTATION OF PBL, AND TECH INTEGRATION ILT will oversee and respond to student progress and accordingly, staff development. ILT will continuously conduct a review of programs and analysis of implementation including curriculum and assessments, with attention to the alignment of practice, professional development, and progression toward SPSA goals. ILT to lead and train staff during grade-level collaboration and release time. ILT will analyze and disaggregate data to engage staff in professional development via resource support and training, differentiated professional development, and coaching cycles tailored to individual needs as determined by site administration.	All Students	6,300 Title I 1000-1999: Certificated Personnel Salaries ILT Timesheets 7 staff x 9 2-hour mtgs x $50/hr.
1.3	DATA-DRIVEN SUPPORTS AND INTERVENTIONS Targeted intervention tutorials for Math and ELA as coordinated by grade levels and administration to directly support student success in academic achievement, coinciding with grade reporting timelines.	All students	3600 LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Grade-Level after school intervention - 4 weeks, 2 days/wk =400x3grade

	.2 ELD Specialist : Under the direction of the site administrator, the CSI ELD Coordinator is responsible for developing and implementing strategies to enhance student performance in English Language Development through pushing into classrooms. The ELD Coordinator organizes understanding of student needs and of implementation of interventions for identified targeted student subgroups, during time outside of their daily duties.		levels=1200 x 3 trimesters=3600 31,436 CSI Funding 1000-1999: Certificated Personnel Salaries .2 ELD Specialist: Under the direction of the site administrator, the CSI ELD Coordinator is responsible for developing and implementing strategies to enhance student performance in English Language Development through pushing into classrooms. The ELD Coordinator organizes understanding of student needs and of implementation of interventions for identified targeted student subgroups, during time outside of their daily duties.
1.6	EXPLICIT PROFESSIONAL DEVELOPMENT FOR SUPPORT AND PROJECT-BASED LEARNING INSTRUCTION Increase professional development in strategic instruction: PBL, Tech Integration. This includes travel, conferences, teacher trainings, teacher release, additional coaching, and opportunities to advance teacher knowledge as it pertains to best instructional practices. PBL model components including students' field learning experiences. Community connections will provide opportunities for students to think globally and engage locally outside the confines of the school building. Data Analysis protocols to guide Department ROCI and interventions. Both targeted and drop in interventions will provide additional support for struggling students. Current and relevant reading materials will be purchased to support high interest in reading. This includes class sets, differentiated supplementary resources, and adolescent best sellers. To support instruction and student learning staff will receive professional development both on and off site. Staff will be provided consistent time for collaboration to engage in planning and iteration cycles. Teachers will be released to observe best practices of other teachers.	All Students	5200 LCFF Supplemental/Concentration 4000-4999: Books And Supplies $200 /teacher supplementary instructional materials and supplies (4310) 42,000 Title I 5000-5999: Services And Other Operating Expenditures PBL Field experiences including trips, events, and associated materials and supplies. 1464 LCFF Supplemental/Concentration 5000-5999: Services And Other Operating Expenditures Grade Level Events, PBL Experiences, Guest speakers 8934 Title I 5000-5999: Services And Other Operating Expenditures Maintain Copier leases and rental agreements for teachers to use to reproduce student materials. Preventative equipment maintenance. 4155 Title I 5000-5999: Services And Other Operating Expenditures

Sample

			Annual Tech conferences including CUE conference, associated travel and accommodations 2000 LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies to support Physical Education program 2000 LCFF Supplemental/Concentration 4000-4999: Books And Supplies Materials and Supplies to support STEAM/Makers program
1.7	SUPPORT 21ST CENTURY SKILL DEVELOPMENT VIA TECHNOLOGICAL INSTRUCTION AND PBL RELATED MATERIALS AND SOFTWARE Routinely provide necessary office equipment and instructional technological materials to directly support student learning. Adult learners continue to stay current with educational apps and best practices with tech integration	All students	18000 Title I 4000-4999: Books And Supplies Software to support STEAM and ELD. This includes Co-Spaces, Bloxels, Quizzez, Listenwise 9454 Title I 4000-4999: Books And Supplies Project Based Learning Materials and Supplies support instruction
1.8			
1.11	ALL STAFF MEMBERS WILL COLLABORATE WITH PERTINENT GRADE LEVEL AND DEPARTMENT This includes: Cross-curricular teaming with shared responsibility and department standards mapping. Release days for PD and GLC's. School-wide focus around differentiation & UDL.	All Students	7,200 Title I 1000-1999: Certificated Personnel Salaries Grade level PLC's $300 x 24 teachers 4,000 Title I 1000-1999: Certificated Personnel Salaries Grade level leadership and Department Leads support professional growth in school-wide systems including assessments, 6th, 7th, 8th, ELA, Math, Integrated/inclusion leaders 8 x $500

Annual Review

Sample

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sample

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 2

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

MTSS Team Focus
Sheppard will create and implement an on-site CARE team to service the SMS community to support chronic absenteeism, LTELs, and suspensions.

- 100% of LTELs will be monitored, and if necessary, referred to the MTSS team for interventions and support
- Chronic Absences will be decreased by 10%
- Suspended students will automatically be referred to the CARE team
- Students who are struggling academically or with SEL needs will be referred to the CARE Team

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Create and implement a Multi-Tiered System of Support (MTSS) across the district that ensures the well-being of staff, students, and their families. This asset-based approach will allow all members of the Alum Rock community appropriate access to tiered academic, behavioral, and social-emotional support.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Based on the SBAC ELA and Math data, English Learners performance levels are slowly improving, but LTELs need to move at a faster rate.
Students need to demonstrate proficiency based on four criteria in order to be reclassified:
1) Local assessment: no less than one grade below level on Reading Exam; 3 or higher on the ELA or Math SBAC
2) State Assessment (ELPAC): Overall 4
3) Teacher Recommendation
4) Parent Approval

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
ELPAC initial and summative assessments SBAC ELA Progress FastBridge aReading	22-23 RFEP 22 Students 23-24 RFEP 20 Students	RFEP 20 Students

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

2.1	Group students by target level for ELD courses and appropriately for content areas.	All English Learners	500 Title I 1000-1999: Certificated Personnel Salaries Staff time to review and schedule designated ELD courses and interventions needed according to students ELPAC Scores
2.2	Teachers will continue to receive training to support EL Achieve Constructing Meaning implementation and collaborate to support the needs of EL students. This includes data analysis of student assessments taken throughout the school year, increasing teacher collaboration, learning effective teaching ELD strategies, and other necessary training to raise student achievement	English Language Learners	1500 Title I 4000-4999: Books And Supplies ELD Supplemental Materials and Supplies
2.3	Parent education and meeting opportunities for parents- Mini Parent University, Parent classes, counselor cafe, parent coffee meeting, other general meetings. Parent participation hours will be logged and made available for parents to track using an online system.	All Students	2000 LCFF Supplemental/Concentration 4000-4999: Books And Supplies Parent engagement materials, supplies, food and beverages
2.4	Student incentive/rewards to increase student motivation to achieve academically. This will be done collaboratively through PBIS.	English Language Learners	1000 Title I 1000-1999: Certificated Personnel Salaries EL Liaison paperwork tracking and celebration coordination and documentation of reclassification materials and supplies 1000 Title I 1000-1999: Certificated Personnel Salaries Targeted Reclassification efforts including intervention, assessments support, and celebratory materials and supplies.
2.5	Office staff will provide additional support outside of the school day to enhance school to home communication.	All Students	2000 LCFF Supplemental/Concentration 2000-2999: Classified Personnel Salaries Office staff will provide additional support outside of the school day to enhance school to home communication. Includes time and mileage
2.11			
2.12			

Sample

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sample

Goals, Strategies, & Proposed Expenditures

Complete a copy of the following table for each of the school's goals. Duplicate the table as needed.

Goal 3

Title and Description of School Goal

Broad statement that describes the desired result to which all strategies/activities are directed.

Safe Positive School Environment
All community partners will engage in safe, culturally relevant, fun, and educational opportunities in school sponsored activities and events to build a sense of community and belonging.

LCAP Goal to which this School Goal is Aligned

LCAP goal to which this school goal is aligned.

Promote a sense of collaboration by engaging students, teachers, families, and the community to create a welcoming and team-focused culture that is inclusive and culturally responsive to student needs and demographics.

Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Parent engagement at all levels of school improvement will strengthen a positive school community and SEL implementation at Sheppard. Decrease chronic absenteeism and suspension rates for students with disabilities, ELs, Hispanic students, Socioeconomically Disadvantaged students, and Asian students as identified in Sheppard's CSI Needs Assessment and the 2023 California Dashboard.

Annual Measurable Outcomes

Identify the metric(s) and/or state indicator(s) that your school will use as a means of evaluating progress toward accomplishing the goal.

Metric/Indicator	Baseline/Actual Outcome	Expected Outcome
Student, attendance data, suspension data, intervention types and services with attention to attendance, Parent Teacher connections records. Panorama Survey	5..5% student suspension rate 22-23 (2% 23-24) 15.6% chronic absenteeism rate 22-23 (20% 23-24) Parent conference systems inconsistent for tracking Parent survey data: Climate of Support for Academic Learning: 98% favorable (no change) Sense of Belonging (School Connectedness): 97% favorable (+2) Staff survey data: Climate of Support for Academic Learning: 100% favorable (+2) Sense of Belonging (School Connectedness): 98% favorable (+11)	Decrease suspension rates for Asian and SwD by 2% Decrease chronic absenteeism rates for SwD by 2% Decrease low rates of chronic absenteeism by 5% Intentional alignment and implementation of school-wide systems of SEL school-wide

Strategies/Activities

Complete the Strategy/Activity Table with each of your school's strategies/activities. Add additional rows as necessary.

Strategy/ Activity #	Description	Students to be Served	Proposed Expenditures

3.1	UNITE ENTIRE SCHOOL COMMUNITY TO SUPPORT OUR SCHOOL IN ITS MISSION TO PREPARE OUR STUDENTS IN COLLEGE AND CAREER READINESS THROUGH POSITIVE SCHOOL EXPERIENCES AND OPPORTUNITIES TO CONNECT WITH THE SCHOOL. Continue to engage families as collaborative partners including family nights, staff/family earners program, regular meetings to analyze school's progress toward goals in which stakeholders are rewarded for above and beyond regular/routines Engage students, staff, and the greater community in opportunities to interact positively with one another. SSC and ELAC promote all stakeholder partners in school goal monitoring and work. Provide direct programmatic training, including 6th grade bridge/BOY Boot Camp program, Grade Level parent meetings Intramural Sports program for all students. Accessible to all students during regular school day during social times After-school sports program that increases sense of belonging for some students, and adds to overall school spirit and culture. In response to the need to improve rates of attendance and suspension as identified by the Needs Assessment, we will be providing intentional PBIS systems of support including 5 Star Student PBIS program.	All Students	3886 LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries CARE Team and community event coordination support stipends. 3000 LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Intramural coaches stipends, for tournament organization during social times including supplies and materials, prizes etc. 37084 LCAP Central Sports Budgets 1000-1999: Certificated Personnel Salaries After school sports program - coaches stipends, organization supplies and materials
3.2	Staff will SUPPORT the IMPLEMENTATION OF TIERED SCHOOLWIDE CARE SYSTEMS. Teachers will implement a schoolwide Advisory program for weekly SEL instruction for Tier 1. Teachers will use a model for climate and culture, and utilize SEL resources to participate in trainings to support best practices in Tier 1 systems. Schoolwide implementation of the Sown to Grow curriculum will develop consistency in understanding SEL for all staff and students. CSI Intervention Specialist will coordinate systems of support with ELA & Math teachers, providing small group ELA & Math interventions through pull-out and push-in, tracking Chronic Absentee students and working with Community Liaison, holding parent conferences, teaming with teachers and administration on SEL and trauma-informed progressive discipline plans and systems, tracking and supporting ILT goals and culture initiative. The	All Students	2000 LCFF Supplemental/Concentration 1000-1999: Certificated Personnel Salaries Student Study Team to meet monthly to review at-risk students and Tier 1 supports 9000 LCFF Supplemental/Concentration Advisory stipends in accordance with MOU (~5.5 hours per teacher x 24 teachers at $65/hour) to support school-wide SEL implementation and academic supports through weekly Advisory class. 65564 CSI Funding

Sample

	CSI Intervention Specialist will form a CARE team that will meet monthly to analyze data and match tiered services to students' needs, as well as to inform work and lead teams in their respective SEL Team and ILT Team. CARE members will support day-to-day operations in tiered SEL Implementation.		1000-1999: Certificated Personnel Salaries .4 CSI Intervention Specialist will s responsible for developing and implementing strategies to enhance student performance in English and Math, reduce suspension and absence rates, and implement a pull-out/push-in writing intervention program focusing on English Learners (ELs). This role involves data analysis, program development, staff collaboration, and ongoing monitoring to ensure all students achieve academic success.
3.3	ESTABLISH CLEAR ROUTINES FOR SUPPORTING STUDENTS IN SELF-MANAGEMENT AND CELEBRATE THEIR PROGRESS IN SEL AND ACADEMICS Monitor attendance and eradicate chronic absenteeism. Avoid suspensions whenever possible unless the students' presence jeopardizes the safety of others. Students will be recognized for positive behaviors through 5Star PBIS Program and student store. Support clubs and student-founded group needs. Traditional celebrations include Honor Roll night, Movie day, Student of the month celebrations, School rallies. 8th Grade - early promotion planning 6th/7th grade parent meetings for at-risk students. Weekly Progress Report tracking	All students	3000 CSI Funding 4000-4999: Books And Supplies Purchase materials for 5 Star Student PBIS program including materials to support implementation 1000 LCFF Supplemental/Concentration 4000-4999: Books And Supplies 8th Grade Promotion committee - track at-risk students, parent meetings, promotion planning/coordination

Annual Review

SPSA Year Reviewed: 2023-24

Respond to the following prompts relative to this goal. If the school is in the first year of implementing the goal, an analysis is not required, and this section may be left blank and completed at the end of the year after the plan has been executed.

Analysis

Describe the overall implementation and effectiveness of the strategies/activities to achieve the articulated goal.

Describe any major differences between the intended implementation and/or the budgeted expenditures to implement the strategies/activities to meet the articulated goal.

Describe any changes that will be made to this goal, the annual outcomes, metrics, or strategies/activities to achieve this goal as a result of this analysis. Identify where those changes can be found in the SPSA.

Sample

Budget Summary

Complete the Budget Summary Table below. Schools may include additional information, and adjust the table as needed. The Budget Summary is required for schools funded through the Consolidated Application (ConApp).

Budget Summary

DESCRIPTION	AMOUNT
Total Funds Provided to the School Through the Consolidated Application	$
Total Funds Budgeted for Strategies to Meet the Goals in the SPSA	$278,277.00
Total Federal Funds Provided to the School from the LEA for CSI	$5,000

Other Federal, State, and Local Funds

List the additional Federal programs that the school includes in the schoolwide program. Adjust the table as needed.

Note: If the school is not operating a Title I schoolwide program, this section is not applicable and may be deleted.

Federal Programs	Allocation ($)
CSI Funding	$100,000.00
Title I	$104,043.00

Subtotal of additional federal funds included for this school: $204,043.00

List the State and local programs that the school is including in the schoolwide program. Duplicate the table as needed.

State or Local Programs	Allocation ($)
LCAP Central Sports Budgets	$37,084.00
LCFF Supplemental/Concentration	$37,150.00

Subtotal of state or local funds included for this school: $74,234.00

Total of federal, state, and/or local funds for this school: $278,277.00

Budgeted Funds and Expenditures in this Plan

The tables below are provided to help the school track expenditures as they relate to funds budgeted to the school.

Funds Budgeted to the School by Funding Source

Funding Source	Amount	Balance
Title I	104,043.00	0.00
LCFF Supplemental/Concentration	37,150.00	0.00
LCAP Central Sports Budgets	40,795	3,711.00
CSI Funding	100,000.00	0.00

Expenditures by Funding Source

Funding Source	Amount
CSI Funding	100,000.00
LCAP Central Sports Budgets	37,084.00
LCFF Supplemental/Concentration	37,150.00
Title I	104,043.00

Expenditures by Budget Reference

Budget Reference	Amount
1000-1999: Certificated Personnel Salaries	166,570.00
2000-2999: Classified Personnel Salaries	2,000.00
4000-4999: Books And Supplies	44,154.00
5000-5999: Services And Other Operating Expenditures	56,553.00

Expenditures by Budget Reference and Funding Source

Budget Reference	Funding Source	Amount
1000-1999: Certificated Personnel Salaries	CSI Funding	97,000.00
4000-4999: Books And Supplies	CSI Funding	3,000.00

1000-1999: Certificated Personnel Salaries	LCAP Central Sports Budgets	37,084.00
	LCFF Supplemental/Concentration	9,000.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental/Concentration	12,486.00
2000-2999: Classified Personnel Salaries	LCFF Supplemental/Concentration	2,000.00
4000-4999: Books And Supplies	LCFF Supplemental/Concentration	12,200.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental/Concentration	1,464.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00
4000-4999: Books And Supplies	Title I	28,954.00
5000-5999: Services And Other Operating Expenditures	Title I	55,089.00

Expenditures by Goal

Goal Number	Total Expenditures
Goal 1	145,743.00
Goal 2	8,000.00
Goal 3	124,534.00

School Site Council Membership

California Education Code describes the required composition of the School Site Council (SSC). The SSC shall be composed of the principal and representatives of: teachers selected by teachers at the school; other school personnel selected by other school personnel at the school; parents of pupils attending the school selected by such parents; and, in secondary schools, pupils selected by pupils attending the school. The current make-up of the SSC is as follows:

1 School Principal

3 Classroom Teachers

1 Other School Staff

4 Parent or Community Members

Name of Members	Role
Jennifer Doherty	Principal
James Matsumoto	Classroom Teacher
Bryan Mahon	Classroom Teacher
Teresa Nguyen	Classroom Teacher
Stephanie Lopez	Other School Staff
La Toya Brown	Parent or Community Member
Alondra (Maria) Sandoval	Parent or Community Member
Karin Caceres	Parent or Community Member
Mirna Garcia	Parent or Community Member
	Parent or Community Member

At elementary schools, the school site council must be constituted to ensure parity between (a) the principal, classroom teachers, and other school personnel, and (b) parents of students attending the school or other community members. Classroom teachers must comprise a majority of persons represented under section (a). At secondary schools there must be, in addition, equal numbers of parents or other community members selected by parents, and students. Members must be selected by their peer group.

Recommendations and Assurances

The School Site Council (SSC) recommends this school plan and proposed expenditures to the district governing board for approval and assures the board of the following:

The SSC is correctly constituted and was formed in accordance with district governing board policy and state law.

The SSC reviewed its responsibilities under state law and district governing board policies, including those board policies relating to material changes in the School Plan for Student Achievement (SPSA) requiring board approval.

The SSC sought and considered all recommendations from the following groups or committees before adopting this plan:

Signature	Committee or Advisory Group Name

The SSC reviewed the content requirements for school plans of programs included in this SPSA and believes all such content requirements have been met, including those found in district governing board policies and in the local educational agency plan.

This SPSA is based on a thorough analysis of student academic performance. The actions proposed herein form a sound, comprehensive, coordinated plan to reach stated school goals to improve student academic performance.

This SPSA was adopted by the SSC at a public meeting on 5/16/24.

Attested:

Principal, Jennifer Doherty on 5/16/24

SSC Chairperson, Bryan Mahon on 5/16/24

Sample

9.01

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: **August 8, 2024**

Subject: **Resignations (Information Only)**

Staff Analysis: Pursuant to Board Policy 4117.2 the Superintendent or designee has accepted the following resignations.

Submitted by: Cesar Torrico Title: Asst. Superintendent, Human Resources

Approved by: Cesar Torrico Title: Asst. Superintendent, Human Resources

To the Board of Trustees:

Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

9.01
Agenda Placement

Emmanuel Barbara, Interim 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

August 8, 2024

CERTIFICATED RESIGNATIONS:

I. Resignation:

1.	Yunus, Rahma	4/Cassell Elementary	07/05/2024
2.	Thomas, Maria	Assistant Principal/Ocala Steam Academy	07/04/2024

HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES

August 8, 2024

CLASSIFIED RESIGNATIONS:

I. **Resignations:**

1.	Daquioag, Darlyn Joy	Paraeducator Special Education I & Campus Paraeducator/Cureton	08/07/2024
2.	Hatami, Tahereh	Paraeducator Special Education I/Ocala	07/25/2024
3.	Lopez Garcia, Maria J	Paraeducator 9.5mo/Adelante II	07/29/2024
4.	Quintero, Elizabeth	Campus Paraeducator/Linda Vista	06/18/2024
5.	Quiroz, Teresa N	Campus Paraeducator/Lyndale	06/07/2024
6.	Trillo II, Barbara A	Campus Paraeducator/Lyndale	06/07/2024

10.01

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: **APPROVAL OF BOARD MEETING MINUTES FOR THE FOLLOWING DATES:**

June 27, 2024, Regular Board Meeting
July 13, 2024, Special Board Meeting
July 18, 2024, Regular Board Meeting

RECOMMEND APPROVAL

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

10.01
Agenda Placement

Emmanuel Barbara, Interim 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 REGULAR MEETING OF THE BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Thursday, June 27, 2024, 5:30 p.m. at the Alum Rock Union School
Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #22-23/24

1. OPEN SESSION

1.01 Call to Order/Roll Call/Pledge of Allegiance

President Linda Chavez welcomed everyone in the audience. President Linda Chavez called the Board Meeting to order at 5:30 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (Vice-President), Minh Pham (Clerk), Corina Herrera-Loera (Member), Andrea Flores Shelton (Member)

Administrative and Support Staff Members present were Dr. Imee Almazan (Interim Superintendent), Barbara Campbell (Assistant Superintendent, Instructional Services), Kolvira Chheng (Assistant Superintendent, Business Services), Cesar Torrico (Assistant Superintendent, Human Resources), Maribel Carrillo (Sr. Executive Assistant, Superintendent's Office)

Call to order/Roll Call/Pledge of Allegiance: President Linda Chavez stated there was a quorum.

1.02 **Discussion And/Or Modification(s) of the Agenda**

Interim Superintendent Almazan said items 8.03, 8.04, 8.05, 8.08, and 8.09 need to change the school year to 24/25.

Vice President Andrés Quintero asked that item 5.01 be moved up after item 1.03.

Member Andrea Flores Shelton asked that items 5.02 through 5.06 be heard after 2.01.

5. Superintendent/Board Business

5.01 Update on the Superintendent Search from McPherson & Jacobson.

Dr. Daniel Moirao and Ms. Nicole Anderson presented and asked the Board what criteria they would like to see in a Superintendent.

The Board chooses the dates of July 25, 2024, and August 6, 2024, at 6:30 pm to have a Special Board meeting. They choose August 16 & 17, 2024, for the Superintendent interviews.

MOTION #01-22 by Vice President Andrés Quintero to approve the dates provided to move forward with the Superintendent search. MOTION #01-22 was seconded by Member Andrea Flores Shelton.

MOTION #01-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

MOTION #02-22 by Member Corina Herrera-Loera to adopt the criteria and advertisement. MOTION #02-22 was seconded by Vice President Andrés Quintero.

MOTION #02-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

MOTION #03-22 by Vice President Andrés Quintero to adopt the revised agenda. MOTION #03-22 was seconded by Clerk Minh Pham.

MOTION #03-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

5.02 Approval to change the December Organizational Board Meeting date from December 12, 2024, to December 19, 2024.

MOTION #04-22 by Member Andrea Flores Shelton to approve Action Item 5.02 as presented. MOTION #04-22 was seconded by Vice President Andrés Quintero.

MOTION #04-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

5.03 Approve Resolution No. 69-23/24 Proclaiming June 2024 Pride Month Celebration and Resolutions.

5. Superintendent/Board Business *(continued)*

MOTION #05-22 by Member Andrea Flores Shelton to approve Action Item 5.03 as presented. MOTION #05-22 was seconded by Member Corina Herrera-Loera.

Public Comment: Sandra Rivera, Claudia Cuelleo, Dilza Gonzalez, Zulema Palencia, Maria Alejandrez, Isabella Espinoza, Veronica Amador, Emelda Ramon and Abigal Hernandez.

MOTION #05-22 carried* with a *vote of 4 in favor; one opposition (President Linda Chavez); no absent; and no abstention.

5.04 Adopt Revised Amended Resolution # 61-23/24 Order of Election, Specifications of the Election Order, and Consolidation Request.

MOTION #06-22 by Vice President Andrés Quintero to approve Action Item 5.04 as presented. MOTION #06-22 was seconded by Member Corina Herrera-Loera.

MOTION #06-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

5.05 Community engagement process for school consolidation.

MOTION #07-22 by Vice President Andrés Quintero to approve Action Item 5.05 as presented. MOTION #07-22 was seconded by Clerk Minh Pham.

MOTION #07-22 carried* with a *vote of 3 in favor; two opposition (Member Corina Herrera-Loera and Member Andrea Flores Shelton; no absent; and no abstention.

5.06 Approve Resolution No. 71-23/24 Juneteenth Commemoration of the Emancipation of enslaved people in the United States.

MOTION #08-22 by Member Corina Herrera-Loera to approve Action Item 5.06 as presented. MOTION #08-22 was seconded by Member Andrea Flores Shelton.

Public Comment:

Veronica Talton and Dilza Gonzalez.

MOTION #08-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

2. Public Members Who Wish To Address The Board

2.01 Requests to Address the Board

Public Comment:
Male Speaker

3. Special Presentation

3.01 Progress of Local Performance Indicators.

Director Tara Bickford and Director Sandra Garcia gave a presentation regarding the Progress of Local Performance Indicators.

3.02 Strategic Plan Annual Update.

Aaron Price from Glen Price Group gave a presentation regarding the Strategic Plan Annual Update.

4. Comments and Communications

4.01 Teamsters, 4.02 California School Employee's Association (CSEA), 4.03 Alum Rock Educator's Association (AREA), 4.04 Alum Rock Administrator's Association (ARAA),4.05 Superintendent and 4.06 Board of Trustees/Communications/Comments.

6. Bonds

6.01 Resolution No. 70-23/24 Resolution of the Board of Trustees of the Alum Rock Union Elementary School District Ordering an Election to Authorize the Issuance of Schoo Bonds, Establishing Specifications of the Election Order, and Requesting Consolidation with Other Elections Occurring on November 5, 2024.

MOTION #09-22 by Member Andrea Flores Shelton to approve Action Item 6.01 as presented. MOTION #09-22 was seconded by Clerk Minh Pham.

Public Comment:
Delia Oseguera

MOTION #09-22 failed* with a *vote of 2 in favor; two opposition (Vice President Andrés Quintero and President Linda Chavez); no absent; and one abstention (Clerk Minh Pham).

6. Bonds *(continued)*

6.02 Approve Rodan Builders, Inc. to perform Restroom Upgrades to Building D and Paving/Concrete Work Outside the Administration at Russo/McEntee Elementary.

MOTION #10-22 by Vice President Andrés Quintero to approve Action Item 6.02 as presented. MOTION #10-22 was seconded by Member Corina Herrera-Loera.

MOTION #10-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6.03 Approve Stronger Building Services related to HVAC and Roofing Upgrades at the District Office.

MOTION #11-22 by Member Corina Herrera-Loera to approve Action Item 6.03 as presented. MOTION #11-22 was seconded by Vice President Andrés Quintero.

MOTION #11-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

7. Instructional Services

7.01 Review and Approve the 2024-2025 Local Control Accountability Plan (LCAP), 2023-2024 LCAP Annual Update, 2024-2025 Budget Overview for Parents and 2024-2025 LCAP Addendum.

MOTION #12-22 by Member Corina Herrera-Loera to approve Action Item 7.01 as presented. MOTION #12-22 was seconded by Vice President Andrés Quintero.

MOTION #12-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8. Business

8.01 Adoption of the District's Proposed 2024-2025 Budget.

MOTION #13-22 by Clerk Minh Pham to amend the Budget increase enrollment to 7518. MOTION #13-22 was seconded by Vice President Andrés Quintero.

8. **Business** *(continued)*

AMENDED MOTION #14-22 by Clerk Minh Pham to approve the budget as in revision within 45 days. AMENDED MOTION #14-22 was seconded by Vice President Andrés Quintero.

MOTION #14-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.02 Approve Renewal of Contract Dannis Woliver Kelly (DWK) for Legal Services for the Term July 1, 2024 through June 30, 2026.

MOTION #15-22 by Vice President Andrés Quintero to approve the contract with the deletion of language six months lawsuits classified staff. MOTION #15-22 was seconded by Member Corina Herrera-Loera.

MOTION #15-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.03 Request for Approval Addendum for an Extension Request IFB#2023-CNS06 Grocery and Fresh Bakery Products for 2023-2024 School Year.

MOTION #16-22 by Member Corina Herrera-Loera to approve Action Item 8.03 as presented. MOTION #16-22 was seconded by Vice President Andrés Quintero.

MOTION #16-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.04 Request for Approval Addedum for an Extension Request IFB# Grocery and Fresh Bakery Products for 2023-2024 School Year.

MOTION #17-22 by Vice President Andrés Quintero to approve Action Item 8.04 as presented. MOTION #17-22 was seconded by Clerk Minh Pham.

MOTION #17-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.05 Request for Approval Addendum for an Extension Request of IFB#2023-CNS06 Grocery and Fresh Bakery Products for 2023-2024 School Year.

MOTION #18-22 by Member Corina Herrera-Loera to approve Action Item 8.05 as presented. MOTION #18-22 was seconded by Vice President Andrés Quintero.

8. Business *(continued)*

MOTION #18-22 carried **with a** ***vote of 5 in favor; no opposition; no absent; and no abstention.***

8.06 Approve Request of Addendum for an Extension Request of IFB#2023-CNS04 Juice and Dairy Products and Services for 2024-2025 School Year.

MOTION #19-22 by Vice President Andrés Quintero to approve Action Item 8.06 as presented. MOTION #19-22 was seconded by Member Andrea Flores Shelton.

MOTION #19-22 carried **with a** ***vote of 5 in favor; no opposition; no absent; and no abstention.***

8.07 Approve Addendum for an Extension Request of RFP#2023-CNS01 Fresh Produce and Services for 2024-2025 School Year.

MOTION #20-22 by Vice President Andrés Quintero to approve Action Item 8.07 as presented. MOTION #20-22 was seconded by Member Corina Herrera-Loera.

MOTION #20-22 carried **with a** ***vote of 5 in favor; no opposition; no absent; and no abstention.***

8.08 Approve Addendum for an Extension Request of RFP#2023-CNS05 Meat Products for 2023-2024 School Year.

MOTION #21-22 by Vice President Andrés Quintero to approve Action Item 8.08 as presented. MOTION #21-22 was seconded by Member Corina Herrera-Loera.

MOTION #21-22 carried **with a** ***vote of 5 in favor; no opposition; no absent; and no abstention.***

8.09 Approve Addendum for an Extension Request of RFP#2023-CNS02 Distribution of Commercial Foods Products and Paper Supplies for 2023-2024 School Year.

MOTION #22-22 by Vice President Andrés Quintero to approve Action Item 8.09 as presented. MOTION #22-22 was seconded by Clerk Minh Pham.

MOTION #22-22 carried **with a** ***vote of 5 in favor; no opposition; no absent; and no abstention.***

9. Human Resources

9.01 Resignations.

10. Contracts Over $100,000

10.01 Approve the YMCA of Silicon Valley Contract for the 2024/2025 SY. This contract will provide Extended Learning Opportunities Program support for TK-5th graders at LUCHA, Adelante II, Cureton, San Antonio, Cassell, and Dorsa.

MOTION #23-22 by Vice President Andrés Quintero to approve Action Item 10.01 as presented. MOTION #23-22 was seconded by Member Corina Herrera-Loera.

MOTION #23-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

10.02 Approve the Amergis Healthcare Staffing, Inc. Contract for the 2024/2025 SY. This contract will provide LVN services to ARUSD students with medical needs such as diabetes management for the EYP and 24/25 school year.

MOTION #24-22 by Member Corina Herrera-Loera to approve Action Item 10.02 as presented. MOTION #24-22 was seconded by Clerk Minh Pham.

MOTION #24-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

10.03 Approve the Ro Health, LLC. Contract for the 2024/2025 SY. This contract will provide LVN services to ARUSD students with medical needs such as diabetes management as well as assisting the district nurses including EVP.

MOTION #25-22 by Clerk Minh Pham to approve Action Item 10.03 as presented. MOTION #25-22 was seconded by Vice President Andrés Quintero.

MOTION #25-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

11. Contracts Extensions Over $100,000

11.01 Approve the Leader Services contract for the 2023/2024 SY. This contract extension is to provide claim services district wide.

MOTION #26-22 by Member Andrea Flores Shelton to approve Action Item 11.01 as presented. MOTION #26-22 was seconded by Vice President Andrés Quintero.

MOTION #26-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

12. CONSENT CALENDAR

There was a consensus from the Board to combine and take action on ***Agenda Items 12.01, 12.02, 12.03, 12.04, 12.05, 12.06 and 12.07.***

MOTION #27-22 by Member Corina Herrera-Loera to approve Agenda Items 12.01, 12.02, 12.03, 12.04, 12.05, 12.06 and 12.07 as presented. MOTION #27-22 was seconded by Member Andrea Flores Shelton.

MOTION #27-22 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

13. Closed Session

13.01 Recess to Closed Session

President Linda Chavez announced the items that would be discussed in Closed Session. There were no public comments from the audience at this time.

14. RECONVENE TO OPEN SESSION

14.01 Report of Action Taken in Closed Session.

President Linda Chavez said there was a quorum.

Assistant Superintendent Torrico reported the following:

13.01 Motion made by President Linda Chavez and Second by Member Corina Herrera-Loera unanimously approved Jodi Edwards Wright as the Assistant Principal at Hubbard Media Arts Academy.

There were no further actions to report.

15. Future Board Agenda Requests

15.01 Future Board Agenda Requests

16. ADJOURNMENT

16.01 President Adjourns the Meeting

The meeting was adjourned in memory of Victor Garza. Vice President Andrés Quintero asked that a letter be sent to the family.

President Linda Chavez adjourned the meeting at 11:14 p.m.

Respectfully submitted,

_____

Minh Pham, Board Clerk
mc

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 Saturday, July 13, 2024, 9:00 a.m. at the Alum Rock Union School Board Members and Superintendent participated participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #02-24/25

1. OPEN SESSION

1.01 Call to Order/Roll Call/Land Acknowledgment/Pledge of Allegiance

President Linda Chavez welcomed everyone in the audience. President Linda Chavez called the Board Meeting to order at 9:00 am, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (Vice-President), Minh Pham (Clerk), Corina Herrera-Loera (Member), Andrea Flores Shelton (Member)

Administrative and Support Staff Members present were Dr. Imee Almazan (Interim Superintendent), Barbara Campbell (Assistant Superintendent, Instructional Services), Kolvira Chheng (Assistant Superintendent, Business Services), Cesar Torrico (Assistant Superintendent, Human Resources), Maribel Carrillo (Sr. Executive Assistant, Superintendent's Office)

Call to order/Roll Call/Pledge of Allegiance: President Linda Chavez stated there was a quorum.

President Linda Chavez said she was asked to move item 2.02 before item 2.01.

2. Superintendent/Board Business

2.02 The community engagement process for the school consolidation/closures.

The Board discussed the community engagement process for the school consolidation/closures.

2. Superintendent/Board Business *(continued)*

2.01 DWK Presentation-Develop Administrative Regulation Detailing the Processes Used by Staff to Prepare Contracts, Requests for Proposals and Requests for Qualifications, and Bid Solicitations and For Presenting Such Items to the Board.

Counsel Deidree Sakai DWK gave a presentation on how contracts are presented.

Public Comment:
Victoria Partida, Dina Lopes, Veronica Talton, Ms. Diaz, male speaker, Ray Perez, Dilza Gonzalez, Delia Oseguera, Christine Villarreal, and David Williams.

3. Closed Session

3.01 Recess to Closed Session: President Linda Chavez announced the items that would be discussed in Closed Session.

4. RECONVENE TO OPEN SESSION

4.01 Report of Action Taken in Closed Session.

President Linda Chavez said there was a quorum. Assistant Superintendent Torrico reported the following action:

Item 3.03 Motion made by Member Corina Herrera-Loera and Second by Vice President Andrés Quintero, the Board unanimously approved the employment of Sharon Brown, Principal at Ocala Middle School.

No further actions to report.

5. Adjournment

5.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 11:49 a.m.

Respectfully submitted,

_____

Minh Pham, Board Clerk

mc

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, July 18, 2024, 5:30 p.m. at the Alum Rock Union School
Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #01-24/25

1. OPEN SESSION

1.01 Call to Order/Roll Call/Pledge of Allegiance

President Linda Chavez welcomed everyone in the audience. President Linda Chavez called the Board Meeting to order at 5:30 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (Vice-President), Minh Pham (Clerk), Corina Herrera-Loera (Member), Andrea Flores Shelton (Member)

Administrative and Support Staff Members present were Dr. Imee Almazan (Interim Superintendent), Barbara Campbell (Assistant Superintendent, Instructional Services), Kolvira Chheng (Assistant Superintendent, Business Services), Cesar Torrico (Assistant Superintendent, Human Resources), Maribel Carrillo (Sr. Executive Assistant, Superintendent's Office)

Call to order/Roll Call/Pledge of Allegiance: President Linda Chavez stated there was a quorum.

1.02 **Discussion And/Or Modification(s) of the Agenda**

Interim Superintendent Almazan said items 6.05, 6.06, 6.07, and 6.08 need to be pulled.

2. Closed Session

2.01 Recess to Closed Session

President Linda Chavez 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.

President Linda Chavez said there was a quorum.

MOTION #01-01 by Vice President Andrés Quintero to move item 6.09 up after item 3.01. MOTION #01-01 was seconded by Member Corina Herrera-Loera.

Counsel Rogelio Ruiz reported the following:

2.10 Motion made by Member Minh Pham and Second by Vice-President Andrés Quintero unanimously approved Emmanuel Barbara as the Interim Superintendent effective July 19, 2024, for a total of 32 duty days.

There were no further actions to report.

President Linda Chavez said the Board will reconvene to closed session once all the items are heard.

MOTION #01-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6. Superintendent/Board Business

6.09 Approve Contract for Interim Superintendent.

MOTION #02-01 by Vice-President Andrés Quintero to approve Action Item 6.09 as presented. MOTION #02-01 was seconded by Clerk Minh Pham.

MOTION #02-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4. Public Members Who Wish To Address The Board

4.01 Requests to Address the Board

5. Comments and Communications

5.01 Teamsters, 5.02 California School Employee's Association (CSEA), 5.03 Alum Rock Educator's Association (AREA), 5.04 Alum Rock Administrator's Association (ARAA),5.05 Superintendent and 5.06 Board of Trustees/Communications/Comments.

6. Superintendent/Board Business

6.01 Approve deferral of the proposal deadline for the old MACSA Youth Center from August 2024 to a date to be determined so long as the workforce housing project is not impacted.

MOTION #03-01 by Member Andrea Flores Shelton to approve Action Item 6.01 as presented. MOTION #03-01 was seconded by Vice-President Andrés Quintero.

Member Andrea Flores Shelton to defer the deadline to January 2025.

MOTION #03-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6.02 Approve Resolution No. 04-24/25 Improving Board-Community Relations.

MOTION #04-01 by Clerk Minh Pham to approve Action Item 6.02 as presented. MOTION #04-01 was seconded by Vice-President Andrés Quintero.

Clerk Minh Pham asked to amend the resolution and add to it if a public official visits the site to let the Board know as soon as possible.

President Linda Chaves asked to add National Night Out at Lit inda Vista and any event happening at the Alum Rock School District site.

MOTION #04-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6. Superintendent/Board Business

6.03 Direct staff to provide a cost for preparation of Resolution No. 70-23/24 (June 27, 2024 Board Meeting)

MOTION #05-01 by Clerk Minh Pham to approve Action Item 6.03 as presented. MOTION #05-01 was seconded by Vice-President Andrés Quintero.

MOTION #05-01 carried* with a *vote of 3 in favor; 2 opposition (Member Corina Herrera-Loera and Member Andrea Flores Shelton); no absent; and no abstention.

6.04 Direct staff to develop and issue a Request for Proposal and Qualifications (RFPQ) for a performance audit of the ARUSD bond program for the 2022-2023 and 2023-2024 fiscal years; Interim Superintendent to inform the Board of all firms directly invited to submit proposals and how the RFQP was publicized and disseminated to obtain the most number of qualified firms and proposals. The scope of intended work in the RFQP will include specific areas of audit. The RFPQ will provide that all responses and proposals will be submitted to Business Services simultaneously with a copy to ARUSD legal counsel Rehon & Roberts.

MOTION #06-01 by Vice-President Andrés Quintero to approve Action Item 6.04 as presented. MOTION #06-01 was seconded by Clerk Minh Pham.

MOTION #06-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

7. Business

7.01 Update on Strategic Energy Plan.

Russell Driver from ARC provided a presentation regarding the Strategic Energy Plan.

8. Instructional Services

8.01 Approve Quarterly Report on Williams Uniform Complaints.

MOTION #07-01 by Vice-President Andrés Quintero to approve Action Item 8.01 as presented. MOTION #07-01 was seconded by Clerk Minh Pham.

MOTION #07-01 carried* with a *vote of 4 in favor; no opposition; 1 absent (Member Corina Herrera-Loera); and no abstention.

8. Instructional Services

8.02 Approve California State Preschool Program (CSPP) Contract CSPP-4539.

MOTION #08-01 by Clerk Minh Pham to approve Action Item 8.02 as presented. MOTION #08-01 was seconded by Vice-President Andrés Quintero.

MOTION #08-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.03 Approve Kidango Designation of California State Preschool Program (CSPP) Facility Responsibility – Cesar Chavez Early Learning Center and Cesar Chavez Center.

MOTION #09-01 by Member Corina Herrera-Loera to approve Action Item 8.03 as presented. MOTION #09-01 was seconded by Clerk Minh Pham.

MOTION #09-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

8.04 Approve THINK Together Designation of California State Preschool Program (CSPP) Facility Responsibility – Adelante I, Adelante II and McCollam Elementary.

MOTION #10-01 by Clerk Minh Pham to approve Action Item 8.04 as presented. MOTION #10-01 was seconded by Member Andrea Flores Shelton.

MOTION #10-01 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

9. Human Resources

9.01 Resignations.

9.02 Approve New Job Description – Site Wellness Center Specialist

MOTION #11-01 by Member Andrea Flores Shelton to approve Action Item 9.02 as presented. MOTION #11-01 was seconded by Vice-President Andrés Quintero.

MOTION #11-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10. Contracts Over $100,000

10.01 Approve the Learning A-Z Contract for the 2024/2025 SY. This contract will provide RAZ+ access for all students in grade K-5 and train teachers on the online reading support and online science supplemental activities.

MOTION #12-01 by Member Corina Herrera-Loera to approve Action Item 10.01 as presented. MOTION #12-01 was seconded by Member Andrea Flores Shelton.

MOTION #12-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10.02 Approve the Creative Learning Center Contract for the 2024/2025 SY. This contract will provide individualized instruction and behavior support services to students with autism.

MOTION #13-01 by Member Corina Herrera-Loera to approve Action Item 10.02 as presented. MOTION #13-01 was seconded by Member Andrea Flores Shelton.

MOTION #13-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10.03 Approve the Creekside School Contract for the 2024/2025 SY. This contract will provide individualized instruction and behavior support services to autistic and behaviorally disordered students.

MOTION #14-01 by Member Andrea Flores Shelton to approve Action Item 10.03 as presented. MOTION #14-01 was seconded by Member Corina Herrera-Loera.

MOTION #14-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10.04 Approve the Pine Health, LLC Contract for the 2024/2025 SY. This contract will provide a Licensed Marriage Family Therapist (LMFT) to provide mental health services to Alum Rock students as per the student's IEP.

MOTION #15-01 by Member Andrea Flores Shelton to approve Action Item 10.04 as presented. MOTION #15-01 was seconded by Clerk Minh Pham

MOTION #15-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10. Contracts Over $100,000 *(contracts)*

10.05 Approve the Tutorworks Inc. Contract for the 2024/2025 SY. This contract will provide an on-site and/or virtual academic tutoring program that is customized to address students' specific needs.

MOTION #16-01 by Member Corina Herrera-Loera to approve Action Item 10.05 as presented. MOTION #16-01 was seconded by Clerk Minh Pham.

MOTION #16-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

10.06 Approve the Lozano Smith Attorneys At Law Contract for the 2024/2025 SY. This contract will provide remote legal consultation and professional development regarding various school topics.

MOTION #17-01 by Clerk Minh Pham to approve Action Item 10.06 as presented. MOTION #17-01 was seconded by Member Andrea Flores Shelton.

MOTION #17-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

11. CONSENT CALENDAR

There was a consensus from the Board to combine and take action on ***Agenda Items 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.08 and 11.09.***

MOTION #18-01 by Member Corina Herrera-Loera to approve Agenda Items 11.01, 11.02, 11.03, 11.04, 11.05, 11.06, 11.08 and 11.09 as presented. MOTION #18-01 was seconded by Member Andrea Flores Shelton.

MOTION #18-01 carried* with a *vote of 4 in favor; no opposition; one absent (Vice-President* Andrés Quintero*); and no abstention.

2. Closed Session

2.01 Recess to Closed Session

The Board recessed to closed session.

3. RECONVENE TO OPEN SESSION

3.01 Report of Action Taken in Closed Session.

There were no actions to report.

12. Future Board Agenda Requests

12.01 Future Board Agenda Requests

13. ADJOURNMENT

13.01 President Adjourns the Meeting

The meeting was adjourned in memory of Nixson Quinonez Guerra. Member Corina Herrera-Loera asked that a letter be sent to the family.

President Linda Chavez adjourned the meeting at 8:41 p.m.

Respectfully submitted,

Minh Pham, Board Clerk
mc

10.02

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: July 28, 2024

Subject: **Acceptance of Donations**

Staff Analysis: The District has received donations as summarized on the sheet dated August 8, 2024.

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

10.02
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
August 8, 2024

ACCEPTANCE OF DONATIONS

DONOR NAME	DESCRIPTION OR PURPOSE	ESTIMATED VALUE	RECEIVING SCHOOL OR DEPARTMENT
Environmental Volunteers, Inc	Materials & Supplies	$ 500.00	Painter Elementary
Environmental Volunteers, Inc	Materials & Supplies	$ 500.00	Painter Elementary

PAINTER ELEMENTARY SCHOOL

500 Rough & Ready Road San Jose, CA 95133 (408) 928-8400 Fax: (408) 928-8401

July 15, 2024

Dear Trustees of the ARUSD School Board:

Please accept this generous and kind donation from the Environmental Volunteers for Ms. MacDonald's "Let's Go!" Field Trip Fund grant application for our school's 4th/5th Grade field trip to the O'Neill Sea Odyssey Education Center on 5/24/2024.

This donation is a grant for the subsidy of bus transportation for this field trip.

Sincerely,

JManluco

Dr. Joseph M Manluco, Principal

PAINTER ELEMENTARY SCHOOL

500 Rough & Ready Road San Jose, CA 95133 (408) 928-8400 Fax: (408) 928-8401

July 15, 2024

Dear Trustees of the ARUSD School Board:

Please accept this generous and kind donation of $500 from the Environmental Volunteers for Ms. Moyoli's and Ms. Jenny's Field Trip Fund grant application for our school's 1st Grade field trip to the Monterrey Bay Aquarium on 5/1/2024.

This donation is a grant for the subsidy of bus transportation for this field trip.

Sincerely,

JManluco

Dr. Joseph M Manluco, Principal

10.03

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: August 1, 2024

Subject: **Vendor & Payroll Warrants**

Staff Analysis: Summary of Vendor and Payroll Warrants issued during July month of Fiscal Year 2024/2025.

Total of vendor warrants	$	14,063,115.01
Total of payroll warrants	$	4,503,027.48
Total	**$**	**18,566,142.49**

Recommendation: Staff recommends approval of the Vendor & Payroll Warrants for the month of July 2024.

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

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

10.03
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

July 2024

Fund	VENDOR WARRANTS	AMOUNT
010,050,060,080	General Fund (Incl Payroll A/P)	$4,961,115.01
120	Child Development Fund	$171,337.82
130	Cafeteria Fund	$106,678.68
140	Deferred Maintenance Fund	$32,900.00
210	Building Fund	$7,263,780.66
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	$1,514,397.24
	Subtotal	**$14,050,209.41**
088	Student Body Fund	$12,905.60
	Total Vendor Warrants	**$14,063,115.01**

	PAYROLL WARRANTS	
	10th of the month	$1,043,639.75
	EOM Payroll	$3,459,387.73
	AREA EOM	$0.00
	Manual Checks	$0.00
	Void Checks	$0.00
	Total Payroll Warrants	**$4,503,027.48**
	Grand Total All Warrants	**$18,566,142.49**

	From		To
AP Warrants used #	4024626	-	4024995
Payroll Direct Deposit Pay Stub used #	4775185	-	4776467
Payroll Checks used #	4406984	-	4407051

AP Check Register - Pivot Table Summary by Vendor
July 2024

Vendor Name	Date	Warrant #	Fund		Sum of Amount
4IMPRINT INC.	7/8/2024	4024640	060	$	461.39
4IMPRINT INC. Total				**$**	**461.39**
95 PERCENT GROUP LLC	7/11/2024	4024765	060	$	1,983.96
95 PERCENT GROUP LLC Total				**$**	**1,983.96**
ACHIEVE KIDS	7/10/2024	4024756	080	$	6,733.00
ACHIEVE KIDS Total				**$**	**6,733.00**
ACME PACIFIC REPAIRS INC.	7/15/2024	4024851	050	$	549.31
ACME PACIFIC REPAIRS INC. Total				**$**	**549.31**
ACTIVE INTERNET TECHNOLOGIES	7/12/2024	4024812	010	$	19,467.00
ACTIVE INTERNET TECHNOLOGIES Total				**$**	**19,467.00**
ADOLFO ROJO MACIAS	7/11/2024	4024766	010	$	294.15
ADOLFO ROJO MACIAS Total				**$**	**294.15**
ADRIANE MARIE VANE	7/5/2024	4024629	010	$	237.09
ADRIANE MARIE VANE Total				**$**	**237.09**
ADVANCED INSPECTIONS INC	7/8/2024	4024641	210	$	11,000.00
ADVANCED INSPECTIONS INC Total				**$**	**11,000.00**
ALBAELENA MARIA DIAZ TAMAYO	7/12/2024	4024797	130	$	237.19
ALBAELENA MARIA DIAZ TAMAYO Total				**$**	**237.19**
ALECIA KELLEY	7/8/2024	4024642	010	$	773.72
ALECIA KELLEY Total				**$**	**773.72**
ALETTE M. C. BROOKS	7/10/2024	4024716	080	$	3,312.50
ALETTE M. C. BROOKS Total				**$**	**3,312.50**
ALIA	7/24/2024	4024958	060	$	17,136.47
ALIA Total				**$**	**17,136.47**
ALISA BAKER	7/10/2024	4024717	080	$	11,100.00
		4024757	080	$	29,600.00
ALISA BAKER Total				**$**	**40,700.00**
ALLIED REFRIGERATION INC.	7/12/2024	4024805	050	$	831.44
ALLIED REFRIGERATION INC. Total				**$**	**831.44**
ALONDRA GUADALUPE RIOS	7/5/2024	4024630	010	$	233.10
ALONDRA GUADALUPE RIOS Total				**$**	**233.10**
AMAZON.COM LLC	7/18/2024	4024916	010	$	63.42
			060	$	650.26
	7/8/2024	4024643	010	$	217.07
	7/15/2024	4024845	080	$	277.45
	7/17/2024	4024898	060	$	369.16
	7/26/2024	4024963	060	$	219.23
		4024971	010	$	1,038.78
AMAZON.COM LLC Total				**$**	**2,835.37**
AMY ELIZABETH RODRIGUES	7/8/2024	4024644	010	$	24.12
AMY ELIZABETH RODRIGUES Total				**$**	**24.12**
ANGELICA AGUILERA	7/8/2024	4024645	010	$	60.30
ANGELICA AGUILERA Total				**$**	**60.30**
ANTOINE WATTS	7/5/2024	4024637	010	$	10,681.68
ANTOINE WATTS Total				**$**	**10,681.68**
ARCINA RISK GROUP, LLC	7/19/2024	4024934	010	$	5,957.49
ARCINA RISK GROUP, LLC Total				**$**	**5,957.49**
ARREOLA, LUIS	7/8/2024	4024646	010	$	200.00
ARREOLA, LUIS Total				**$**	**200.00**
ASSOCIATION FOR TITLE IX	7/15/2024	4024846	010	$	3,193.60

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July 2024

Vendor Name	Date	Warrant #	Fund	Sum of Amount
ASSOCIATION FOR TITLE IX Total				$ 3,193.60
ASSOCIATION OF CALIFORNIA	7/15/2024	4024847	010	$ 2,700.00
	7/31/2024	4024992	010	$ 3,107.91
ASSOCIATION OF CALIFORNIA Total				$ 5,807.91
ASSOCIATION OF TWO-WAY & DUAL	7/18/2024	4024910	010	$ 2,625.00
	7/19/2024	4024926	010	$ 800.00
	7/26/2024	4024983	010	$ 800.00
ASSOCIATION OF TWO-WAY & DUAL Total				$ 4,225.00
AT&T	7/12/2024	4024790	010	$ 3,452.31
		4024791	010	$ 277.38
	7/16/2024	4024879	010	$ 29.12
AT&T Total				$ 3,758.81
ATHLETES GLOBAL CORPORATION	7/16/2024	4024870	060	$ 24,750.00
	7/26/2024	4024972	060	$ 42,075.00
ATHLETES GLOBAL CORPORATION Total				$ 66,825.00
AXIOM COMMUNICATIONS SYSTEMS	7/16/2024	4024871	050	$ 540.00
	7/8/2024	4024647	050	$ 540.00
AXIOM COMMUNICATIONS SYSTEMS Total				$ 1,080.00
A-Z BUS SALES INC	7/10/2024	4024727	010	$ 1,732.31
	7/19/2024	4024933	060	$ 67,584.46
A-Z BUS SALES INC Total				$ 69,316.77
BATTERY SYSTEMS INC	7/16/2024	4024872	050	$ 145.26
BATTERY SYSTEMS INC Total				$ 145.26
BAY ALARM COMPANY	7/18/2024	4024924	010	$ 55,107.85
		4024925	010	$ 3,943.30
	7/16/2024	4024868	010	$ 94,323.85
		4024869	010	$ 12,722.44
BAY ALARM COMPANY Total				$ 166,097.44
BAY AREA FLOOR MACHINE	7/11/2024	4024774	010	$ 206.72
BAY AREA FLOOR MACHINE Total				$ 206.72
BIOMETRICS4ALL INC.	7/12/2024	4024823	010	$ 21.00
BIOMETRICS4ALL INC. Total				$ 21.00
BLACK OAK SPEECH THERAPY, INC.	7/10/2024	4024758	080	$ 10,920.00
BLACK OAK SPEECH THERAPY, INC. Total				$ 10,920.00
BLICK ART MATERIALS LLC	7/10/2024	4024718	010	$ 6.80
BLICK ART MATERIALS LLC Total				$ 6.80
BLUETRITON BRANDS INC.	7/12/2024	4024792	010	$ 562.12
			080	$ 8.99
	7/5/2024	4024626	010	$ 370.66
			080	$ 53.69
	7/16/2024	4024880	010	$ 757.49
			050	$ 98.70
	7/17/2024	4024904	010	$ 41.55
BLUETRITON BRANDS INC. Total				$ 1,893.20
BOSCO CONSTRUCTION SERVICES	7/8/2024	4024648	210	$ 20,818.80
BOSCO CONSTRUCTION SERVICES Total				$ 20,818.80
BRAVO, MANDY	7/16/2024	4024881	060	$ 86.22
	7/8/2024	4024697	060	$ 128.15
	7/26/2024	4024984	060	$ 86.72
BRAVO, MANDY Total				$ 301.09

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
BRIDGID JOSEPHINE	7/18/2024	4024913	010	$ 2,000.00
BRIDGID JOSEPHINE Total				**$ 2,000.00**
BRUCE BARTON PUMP SERVICE INC.	7/10/2024	4024728	050	$ 373.64
BRUCE BARTON PUMP SERVICE INC. Total				**$ 373.64**
CALIFORNIA DEPARTMENT OF	7/11/2024	4024785	010	$ 5.00
			060	$ 25.00
		4024786	010	$ 109.31
		4024787	010	$ 74.00
CALIFORNIA DEPARTMENT OF Total				**$ 213.31**
CARMELINA BAUTISTA	7/19/2024	4024935	010	$ 45.56
CARMELINA BAUTISTA Total				**$ 45.56**
CAT FINANCIAL CAT CARD	7/10/2024	4024729	010	$ 4,357.10
CAT FINANCIAL CAT CARD Total				**$ 4,357.10**
CATERPILLAR FINANCIAL	7/18/2024	4024905	010	$ 118.93
CATERPILLAR FINANCIAL Total				**$ 118.93**
CDW LLC	7/16/2024	4024889	060	$ 686,153.08
	7/8/2024	4024649	010	$ 17,924.66
	7/26/2024	4024973	210	$ 1,367.19
CDW LLC Total				**$ 705,444.93**
CENTER FOR THE COLLABORATIVE	7/8/2024	4024650	060	$ 7,326.44
CENTER FOR THE COLLABORATIVE Total				**$ 7,326.44**
CHELTENHAM TO CARMEL HOLDINGS,	7/10/2024	4024762	130	$ 14,286.02
CHELTENHAM TO CARMEL HOLDINGS, Total				**$ 14,286.02**
CHRISTINA SARINANA	7/11/2024	4024775	060	$ 89.09
CHRISTINA SARINANA Total				**$ 89.09**
CIELO ROSARIO Q ULPINDO	7/26/2024	4024974	210	$ 4,520.00
CIELO ROSARIO Q ULPINDO Total				**$ 4,520.00**
CINTAS CORPORATION	7/12/2024	4024813	010	$ 697.44
			050	$ 247.92
	7/16/2024	4024873	010	$ 18.60
		4024882	010	$ 378.12
			050	$ 74.79
	7/26/2024	4024975	010	$ 348.72
			050	$ 74.79
CINTAS CORPORATION Total				**$ 1,840.38**
CITY OF MOUNTAIN VIEW	7/18/2024	4024906	010	$ 1,780.00
CITY OF MOUNTAIN VIEW Total				**$ 1,780.00**
CITY YEAR INC.	7/8/2024	4024698	060	$ 187,500.00
CITY YEAR INC. Total				**$ 187,500.00**
CITYSPAN TECHNOLOGIES INC	7/19/2024	4024927	060	$ 13,925.00
CITYSPAN TECHNOLOGIES INC Total				**$ 13,925.00**
CONSTRUCTION TESTING SERVICES,	7/16/2024	4024874	210	$ 4,230.88
CONSTRUCTION TESTING SERVICES, Total				**$ 4,230.88**
CORNEJOS CATERING INC	7/8/2024	4024651	010	$ 7,414.50
CORNEJOS CATERING INC Total				**$ 7,414.50**
CORPORATE BILLING LLC	7/17/2024	4024903	010	$ 172.99
CORPORATE BILLING LLC Total				**$ 172.99**
CREAM CO. LLC	7/8/2024	4024699	130	$ 1,056.49
CREAM CO. LLC Total				**$ 1,056.49**
CREATIVE LEARNING CENTER	7/15/2024	4024852	080	$ 7,872.00

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
CREATIVE LEARNING CENTER Total				$ 7,872.00
CRISTINA DEVON BUSTAMANTE	7/5/2024	4024631	060	$ 360.00
CRISTINA DEVON BUSTAMANTE Total				$ 360.00
CROWE LLP	7/22/2024	4024951	010	$ 26,040.00
CROWE LLP Total				$ 26,040.00
CROWN CASTLE INTERNATIONAL	7/12/2024	4024793	010	$ 2,909.84
CROWN CASTLE INTERNATIONAL Total				$ 2,909.84
CRYSTAL CREAMERY INC.	7/10/2024	4024763	130	$ 16,429.34
CRYSTAL CREAMERY INC. Total				$ 16,429.34
CURRICULUM ASSOCIATES LLC	7/16/2024	4024883	010	$ 45,472.00
CURRICULUM ASSOCIATES LLC Total				$ 45,472.00
DAILY JOURNAL CORPORATION	7/10/2024	4024730	210	$ 387.20
DAILY JOURNAL CORPORATION Total				$ 387.20
DANNIS WOLIVER KELLY	7/12/2024	4024824	010	$ 6,877.00
	7/8/2024	4024652	010	$ 4,688.00
DANNIS WOLIVER KELLY Total				$ 11,565.00
DBA: AMERGIS HEALTHCARE STAFFI	7/15/2024	4024853	080	$ 41,848.47
	7/26/2024	4024964	010	$ 2,624.37
DBA: AMERGIS HEALTHCARE STAFFI Total				$ 44,472.84
DBA: PALACE BUSINESS SOLUTIONS	7/12/2024	4024814	010	$ 1,703.74
	7/11/2024	4024776	010	$ 18,876.57
	7/15/2024	4024848	010	$ 1,084.13
DBA: PALACE BUSINESS SOLUTIONS Total				$ 21,664.44
DELL MARKETING L.P.	7/19/2024	4024943	010	$ 59.25
DELL MARKETING L.P. Total				$ 59.25
DELORES A. SMITH	7/22/2024	4024952	010	$ 1,100.00
DELORES A. SMITH Total				$ 1,100.00
DELTA DENTAL	7/10/2024	4024753	670	$ 979.83
	7/26/2024	4024985	670	$ 1,186.11
DELTA DENTAL Total				$ 2,165.94
DEPARTMENT OF HOMELAND	7/18/2024	4024911	010	$ 460.00
		4024912	010	$ 500.00
		4024915	010	$ 2,805.00
DEPARTMENT OF HOMELAND Total				$ 3,765.00
DOCUMENT TRACKING SERVICES LLC	7/19/2024	4024944	060	$ 1,297.00
DOCUMENT TRACKING SERVICES LLC Total				$ 1,297.00
DONNY TRAN	7/8/2024	4024653	010	$ 60.00
DONNY TRAN Total				$ 60.00
DOROTEO BRACAMONTES	7/22/2024	4024953	010	$ 754.69
			060	$ 601.16
DOROTEO BRACAMONTES Total				$ 1,355.85
DSA - OFFICE OF REGULATORY	7/12/2024	4024822	210	$ 4,614.52
DSA - OFFICE OF REGULATORY Total				$ 4,614.52
DUNN-EDWARDS CORPORATION	7/8/2024	4024656	010	$ 493.51
DUNN-EDWARDS CORPORATION Total				$ 493.51
E3 DIAGNOSTICS INC.	7/12/2024	4024815	080	$ 379.00
E3 DIAGNOSTICS INC. Total				$ 379.00
EAST BAY RESTAURANT SUPPLY INC	7/8/2024	4024657	060	$ 1,437.22
EAST BAY RESTAURANT SUPPLY INC Total				$ 1,437.22
EDUCATION HOUSING PARTNERS INC	7/8/2024	4024658	210	$ 21,196.25

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
EDUCATION HOUSING PARTNERS INC	7/10/2024	4024731	210	$ 20,000.00
EDUCATION HOUSING PARTNERS INC Total				**$ 41,196.25**
EINSTEIN NOAH RESTAURANT	7/8/2024	4024659	060	$ 130.02
EINSTEIN NOAH RESTAURANT Total				**$ 130.02**
ELIZABETH ANNE ERNEST	7/8/2024	4024660	060	$ 360.00
ELIZABETH ANNE ERNEST Total				**$ 360.00**
EMICS INC.	7/19/2024	4024928	010	$ 16,920.00
EMICS INC. Total				**$ 16,920.00**
EMILY BETH MCCHRISTIAN	7/10/2024	4024732	010	$ 28.81
EMILY BETH MCCHRISTIAN Total				**$ 28.81**
ENTERPRISE FM TRUST	7/26/2024	4024965	060	$ 303.10
ENTERPRISE FM TRUST Total				**$ 303.10**
ERIN DEVINE	7/12/2024	4024825	080	$ 4,384.00
ERIN DEVINE Total				**$ 4,384.00**
EVELYN CARRILLO	7/12/2024	4024826	080	$ 727.95
EVELYN CARRILLO Total				**$ 727.95**
FEDERAL EXPRESS	7/26/2024	4024986	010	$ 103.10
FEDERAL EXPRESS Total				**$ 103.10**
FEDEX	7/12/2024	4024798	010	$ 33.07
	7/10/2024	4024733	010	$ 87.48
FEDEX Total				**$ 120.55**
FIERY GINGER FARM LLC	7/8/2024	4024700	130	$ 4,721.94
FIERY GINGER FARM LLC Total				**$ 4,721.94**
FIRST STUDENT INC.	7/18/2024	4024914	060	$ 1,403.53
FIRST STUDENT INC. Total				**$ 1,403.53**
FRANKLIN-MCKINLEY SCHOOL	7/16/2024	4024890	080	$ 29,456.15
FRANKLIN-MCKINLEY SCHOOL Total				**$ 29,456.15**
FREEDOM SOUL MEDIA	7/19/2024	4024936	060	$ 3,600.00
FREEDOM SOUL MEDIA Total				**$ 3,600.00**
FURMAN CONSTRUCTION INSPECTION	7/12/2024	4024827	210	$ 3,312.50
	7/16/2024	4024875	210	$ 6,250.00
FURMAN CONSTRUCTION INSPECTION Total				**$ 9,562.50**
GALILEO LEARNING LLC	7/26/2024	4024976	060	$ 219,375.00
GALILEO LEARNING LLC Total				**$ 219,375.00**
GARDA CL WEST	7/18/2024	4024907	010	$ 19.37
			130	$ 19.36
GARDA CL WEST Total				**$ 38.73**
GLEN PRICE GROUP	7/8/2024	4024661	060	$ 10,000.00
GLEN PRICE GROUP Total				**$ 10,000.00**
GOLD STAR FOODS	7/10/2024	4024764	130	$ 46,026.51
GOLD STAR FOODS Total				**$ 46,026.51**
GREENESPORT ASSOCIATION	7/10/2024	4024719	010	$ 765.00
GREENESPORT ASSOCIATION Total				**$ 765.00**
GUITAR CENTER STORES INC.	7/8/2024	4024662	010	$ 96.24
GUITAR CENTER STORES INC. Total				**$ 96.24**
HARRY L. MURPHY INC.	7/10/2024	4024734	140	$ 27,200.00
	7/15/2024	4024854	140	$ 5,700.00
HARRY L. MURPHY INC. Total				**$ 32,900.00**
HAYDEE GUERRERO	7/8/2024	4024663	060	$ 400.74
HAYDEE GUERRERO Total				**$ 400.74**

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
HOME DEPOT U.S.A. INC.	7/12/2024	4024806	050	$ 2,453.72
	7/8/2024	4024701	010	$ 1,045.58
	7/11/2024	4024777	050	$ 171.01
	7/19/2024	4024937	050	$ 235.03
	7/26/2024	4024977	050	$ 1,456.25
HOME DEPOT U.S.A. INC. Total				**$ 5,361.59**
HORIZON DISTRIBUTORS INC	7/12/2024	4024807	060	$ 31,668.77
HORIZON DISTRIBUTORS INC Total				**$ 31,668.77**
HUYNH, VAN	7/8/2024	4024664	010	$ 20.00
HUYNH, VAN Total				**$ 20.00**
iCELEBRATE EVENT RENTALS LLC	7/15/2024	4024866	010	$ 397.15
			088	$ 397.16
iCELEBRATE EVENT RENTALS LLC Total				**$ 794.31**
ICONIX WATERWORKS (US) INC.	7/10/2024	4024735	050	$ 44.16
ICONIX WATERWORKS (US) INC. Total				**$ 44.16**
INNOVATE CONCRETE INC	7/10/2024	4024736	210	$ 12,983.08
INNOVATE CONCRETE INC Total				**$ 12,983.08**
IRELAND, KENNETH	7/11/2024	4024778	010	$ 155.30
IRELAND, KENNETH Total				**$ 155.30**
ITSAVVY LLC	7/18/2024	4024917	010	$ 34,945.50
ITSAVVY LLC Total				**$ 34,945.50**
JACQUIE SAPORITO	7/10/2024	4024737	010	$ 100.00
JACQUIE SAPORITO Total				**$ 100.00**
James Stallman	7/8/2024	4024669	120	$ 29,403.00
James Stallman Total				**$ 29,403.00**
JEANS PALACE INC.	7/12/2024	4024828	060	$ 404.48
JEANS PALACE INC. Total				**$ 404.48**
JENNIFER DOHERTY	7/8/2024	4024665	010	$ 246.08
JENNIFER DOHERTY Total				**$ 246.08**
JENNIFER NICOLE ASTORGA	7/8/2024	4024666	010	$ 177.02
JENNIFER NICOLE ASTORGA Total				**$ 177.02**
JESS FERNANDEZ	7/26/2024	4024978	050	$ 6,800.00
JESS FERNANDEZ Total				**$ 6,800.00**
JESUS L ARAUJO JR	7/8/2024	4024667	010	$ 198.44
JESUS L ARAUJO JR Total				**$ 198.44**
JILLIAN ROSE COSTA	7/8/2024	4024668	060	$ 354.60
JILLIAN ROSE COSTA Total				**$ 354.60**
JOSE VALDES MATH FOUNDATION	7/11/2024	4024767	060	$ 26,880.00
JOSE VALDES MATH FOUNDATION Total				**$ 26,880.00**
JOURNEYED.COM INC.	7/18/2024	4024918	010	$ 280.00
	7/16/2024	4024884	010	$ 420.00
JOURNEYED.COM INC. Total				**$ 700.00**
JULIETA GUADALUPE FLORES	7/10/2024	4024759	060	$ 126.65
JULIETA GUADALUPE FLORES Total				**$ 126.65**
KAISER PERMANENTE	7/10/2024	4024754	670	$ 396.09
	7/26/2024	4024966	670	$ 396.09
KAISER PERMANENTE Total				**$ 792.18**
KAPLAN EARLY LEARNING COMPANY	7/24/2024	4024960	080	$ 111.75
KAPLAN EARLY LEARNING COMPANY Total				**$ 111.75**
KATRINA VALDEZ	7/11/2024	4024768	060	$ 70,000.00

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
KATRINA VALDEZ	7/26/2024	4024979	060	$ 54,000.00
KATRINA VALDEZ Total				**$ 124,000.00**
KATRINA ZHANG	7/12/2024	4024799	130	$ 46.36
KATRINA ZHANG Total				**$ 46.36**
KEENAN & ASSOCIATES	7/12/2024	4024816	670	$ 112,363.00
		4024817	670	$ 11,143.00
	7/10/2024	4024751	670	$ 250,258.12
KEENAN & ASSOCIATES Total				**$ 373,764.12**
KIDANGO INC.	7/11/2024	4024788	010	$ 9,192.71
	7/19/2024	4024945	120	$ 138,934.82
KIDANGO INC. Total				**$ 148,127.53**
LANGUAGE PEOPLE INC	7/10/2024	4024760	010	$ 10,974.44
LANGUAGE PEOPLE INC Total				**$ 10,974.44**
LATOYA BROWN	7/11/2024	4024779	060	$ 33.55
LATOYA BROWN Total				**$ 33.55**
LDP INC	7/8/2024	4024702	060	$ 91,089.81
	7/15/2024	4024855	060	$ 537.88
LDP INC Total				**$ 91,627.69**
LEE, STANLEY	7/8/2024	4024654	010	$ 435.80
LEE, STANLEY Total				**$ 435.80**
LET'S TRAVEL	7/8/2024	4024670	060	$ 3,908.48
	7/26/2024	4024967	080	$ 3,872.69
LET'S TRAVEL Total				**$ 7,781.17**
LIMINEX INC	7/24/2024	4024961	010	$ 65,894.66
LIMINEX INC Total				**$ 65,894.66**
LITERACY RESOURCES LLC	7/26/2024	4024987	060	$ 143,801.94
LITERACY RESOURCES LLC Total				**$ 143,801.94**
LOWES COMPANIES INC.	7/12/2024	4024808	010	$ (56.09)
			060	$ (76.54)
			050	$ 354.70
LOWES COMPANIES INC. Total				**$ 222.07**
LOZANO SMITH LLP	7/12/2024	4024829	010	$ 7,547.00
	7/15/2024	4024856	080	$ 862.50
	7/19/2024	4024938	010	$ 2,688.00
LOZANO SMITH LLP Total				**$ 11,097.50**
MAI, TINA	7/8/2024	4024671	010	$ 57.73
MAI, TINA Total				**$ 57.73**
MANUEL DELGADO	7/24/2024	4024959	010	$ 12,705.69
MANUEL DELGADO Total				**$ 12,705.69**
MARIA RUVALCABA	7/16/2024	4024885	060	$ 151.62
MARIA RUVALCABA Total				**$ 151.62**
MARIA TOMLY C THOMAS	7/10/2024	4024720	060	$ 240.00
MARIA TOMLY C THOMAS Total				**$ 240.00**
MARK A. HUEBNER	7/26/2024	4024988	010	$ 221.70
MARK A. HUEBNER Total				**$ 221.70**
MAXIM HEALTHCARE SERVICES	7/12/2024	4024800	060	$ 12,381.13
		4024830	010	$ 4,197.70
			080	$ 64,009.14
	7/8/2024	4024672	010	$ 3,072.22
		4024703	080	$ 3,798.22

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MAXIM HEALTHCARE SERVICES	7/10/2024	4024721	060	$	920.00
		4024761	080	$	9,082.24
MAXIM HEALTHCARE SERVICES Total				**$**	**97,460.65**
MCKINLEY ELEVATOR CORPORATION	7/8/2024	4024673	050	$	251.25
	7/15/2024	4024857	050	$	200.00
MCKINLEY ELEVATOR CORPORATION Total				**$**	**451.25**
METLIFE SMALL MARKET	7/12/2024	4024831	010	$	2,402.01
METLIFE SMALL MARKET Total				**$**	**2,402.01**
METROPOLITAN EDUCATION	7/8/2024	4024674	060	$	6,345.00
METROPOLITAN EDUCATION Total				**$**	**6,345.00**
MEXICO BAKERY INC	7/11/2024	4024769	010	$	2,661.80
MEXICO BAKERY INC Total				**$**	**2,661.80**
MID AMERICA ADMINISTRATION	7/31/2024	4024993	010	$	5,498.96
MID AMERICA ADMINISTRATION Total				**$**	**5,498.96**
MIGUEL OZUNA	7/19/2024	4024950	010	$	1,500.00
MIGUEL OZUNA Total				**$**	**1,500.00**
MIKES SHY NON SHIRTS INC.	7/12/2024	4024809	010	$	937.07
MIKES SHY NON SHIRTS INC. Total				**$**	**937.07**
MODEL 1 COMMERCIAL VEHICLES	7/19/2024	4024939	060	$	259,600.90
MODEL 1 COMMERCIAL VEHICLES Total				**$**	**259,600.90**
MONICA SANCHEZ	7/5/2024	4024632	060	$	360.00
MONICA SANCHEZ Total				**$**	**360.00**
MOSYLE CORPORATION	7/8/2024	4024675	010	$	7,091.82
	7/24/2024	4024962	010	$	28,367.28
MOSYLE CORPORATION Total				**$**	**35,459.10**
MOTIVATIONAL MILLENNIAL LLC	7/10/2024	4024738	060	$	1,000.00
MOTIVATIONAL MILLENNIAL LLC Total				**$**	**1,000.00**
MUS VIL INC.	7/17/2024	4024899	010	$	3,112.32
MUS VIL INC. Total				**$**	**3,112.32**
NCS PEARSON INC.	7/15/2024	4024849	080	$	20.35
	7/26/2024	4024980	080	$	3,112.33
NCS PEARSON INC. Total				**$**	**3,132.68**
NEARPOD INC.	7/16/2024	4024886	010	$	55,445.27
			060	$	32,563.10
NEARPOD INC. Total				**$**	**88,008.37**
NEW TEACHER CENTER	7/8/2024	4024704	120	$	3,000.00
NEW TEACHER CENTER Total				**$**	**3,000.00**
NGUYEN, TU	7/8/2024	4024705	010	$	221.70
NGUYEN, TU Total				**$**	**221.70**
NINYO & MOORE GEOTECHNICAL AND	7/12/2024	4024832	210	$	1,466.25
	7/16/2024	4024876	210	$	3,780.00
	7/22/2024	4024954	210	$	3,311.75
NINYO & MOORE GEOTECHNICAL AND Total				**$**	**8,558.00**
NOR CAL FUNDRAISING	7/22/2024	4024955	088	$	5,400.00
NOR CAL FUNDRAISING Total				**$**	**5,400.00**
OCCUPATIONAL HEALTH CTR OF CA	7/18/2024	4024908	010	$	135.00
OCCUPATIONAL HEALTH CTR OF CA Total				**$**	**135.00**
OFFICE DEPOT BUSINESS SOLUTION	7/8/2024	4024696	010	$	3,455.87
			050	$	196.61
	7/10/2024	4024726	010	$	6,975.21

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OFFICE DEPOT BUSINESS SOLUTION	7/10/2024	4024726	080	$	126.78
			130	$	264.66
	7/17/2024	4024901	010	$	4,756.86
			130	$	128.88
	7/19/2024	4024940	010	$	1,520.14
OFFICE DEPOT BUSINESS SOLUTION Total				**$**	**17,425.01**
ONE STONE APPAREL INC.	7/10/2024	4024740	088	$	1,880.71
	7/19/2024	4024946	088	$	5,227.73
ONE STONE APPAREL INC. Total				**$**	**7,108.44**
O'REILLY AUTOMOTIVE STORES INC	7/16/2024	4024877	010	$	765.77
	7/8/2024	4024706	010	$	2,786.78
	7/10/2024	4024739	010	$	1,991.40
O'REILLY AUTOMOTIVE STORES INC Total				**$**	**5,543.95**
OTC DIRECT INC	7/18/2024	4024919	080	$	257.29
	7/15/2024	4024858	010	$	742.94
OTC DIRECT INC Total				**$**	**1,000.23**
PACIFIC METRO ELECTRIC, INC	7/11/2024	4024770	210	$	61,907.70
PACIFIC METRO ELECTRIC, INC Total				**$**	**61,907.70**
PANORAMA EDUCATION INC.	7/26/2024	4024968	010	$	4,572.41
			060	$	6,067.59
PANORAMA EDUCATION INC. Total				**$**	**10,640.00**
PARTRIDGE CONSULTING INC.	7/10/2024	4024722	080	$	3,000.00
PARTRIDGE CONSULTING INC. Total				**$**	**3,000.00**
PATRICIA M TOVAR	7/8/2024	4024676	010	$	30.82
PATRICIA M TOVAR Total				**$**	**30.82**
PATRICIA RODRIGUEZ	7/8/2024	4024677	060	$	45.20
PATRICIA RODRIGUEZ Total				**$**	**45.20**
PAULINE CERVANTEZ	7/11/2024	4024780	010	$	221.70
PAULINE CERVANTEZ Total				**$**	**221.70**
PBC GURU LLC	7/12/2024	4024818	060	$	6,769.00
PBC GURU LLC Total				**$**	**6,769.00**
PDQ INTERMEDIATE INC.	7/26/2024	4024989	010	$	4,770.00
PDQ INTERMEDIATE INC. Total				**$**	**4,770.00**
PEG GERINGER	7/26/2024	4024991	010	$	900.00
PEG GERINGER Total				**$**	**900.00**
PELE LI	7/12/2024	4024833	060	$	1,200.00
PELE LI Total				**$**	**1,200.00**
PERRIN BERNANRD SUPOWITZ	7/11/2024	4024789	130	$	6,246.40
PERRIN BERNANRD SUPOWITZ Total				**$**	**6,246.40**
PG&E	7/12/2024	4024794	010	$	70.15
	7/15/2024	4024843	010	$	261,512.18
PG&E Total				**$**	**261,582.33**
PIZZA MARIA	7/23/2024	4024957	010	$	1,594.54
PIZZA MARIA Total				**$**	**1,594.54**
POE, BRYANT	7/5/2024	4024633	010	$	200.00
POE, BRYANT Total				**$**	**200.00**
PRE-PAID LEGAL SERVICES INC.	7/31/2024	4024994	010	$	104.60
PRE-PAID LEGAL SERVICES INC. Total				**$**	**104.60**
PROFESSIONAL SERVICE	7/12/2024	4024834	210	$	13,082.00
PROFESSIONAL SERVICE Total				**$**	**13,082.00**

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
PROJECT SUPPORT SERVICES INC	7/10/2024	4024741	210	$ 2,881.25
PROJECT SUPPORT SERVICES INC Total				**$ 2,881.25**
PROTECTED INSURANCE PROGRAM FO	7/16/2024	4024887	010	$ 159,678.17
PROTECTED INSURANCE PROGRAM FO Total				**$ 159,678.17**
QUADIENT FINANCE USA, INC.	7/8/2024	4024707	010	$ 19,211.82
QUADIENT FINANCE USA, INC. Total				**$ 19,211.82**
RECOLOGY SOUTH BAY	7/12/2024	4024795	010	$ 721.01
	7/5/2024	4024627	010	$ 18,473.91
RECOLOGY SOUTH BAY Total				**$ 19,194.92**
REHON & ROBERTS APC	7/15/2024	4024859	010	$ 17,750.00
REHON & ROBERTS APC Total				**$ 17,750.00**
RENAISSANCE LEARNING INC.	7/18/2024	4024920	010	$ 132,307.36
RENAISSANCE LEARNING INC. Total				**$ 132,307.36**
RFC WIRELESS INC	7/12/2024	4024819	010	$ 47,616.00
RFC WIRELESS INC Total				**$ 47,616.00**
RICK DELONG	7/8/2024	4024678	010	$ 3,905.00
RICK DELONG Total				**$ 3,905.00**
RIVAS, KAREEN	7/8/2024	4024679	010	$ 200.92
RIVAS, KAREEN Total				**$ 200.92**
RO HEALTH INC.	7/12/2024	4024835	010	$ 2,915.59
	7/8/2024	4024680	010	$ 3,153.19
		4024708	010	$ 3,744.37
	7/15/2024	4024860	010	$ 4,683.33
RO HEALTH INC. Total				**$ 14,496.48**
ROBERT DAVID ZACHER	7/11/2024	4024771	010	$ 1,252.50
ROBERT DAVID ZACHER Total				**$ 1,252.50**
RODAN BUILDERS INC.	7/12/2024	4024836	210	$ 6,833,760.68
	7/11/2024	4024772	210	$ 124,658.52
RODAN BUILDERS INC. Total				**$ 6,958,419.20**
RODAN ENTERPRISES INC.	7/12/2024	4024801	010	$ 161.65
RODAN ENTERPRISES INC. Total				**$ 161.65**
ROLLINS INC.	7/10/2024	4024742	050	$ 819.96
ROLLINS INC. Total				**$ 819.96**
RUSSELL SIGLER INC.	7/8/2024	4024681	050	$ 2,037.47
	7/11/2024	4024781	050	$ 4,088.40
RUSSELL SIGLER INC. Total				**$ 6,125.87**
SABINA MURESAN	7/8/2024	4024682	010	$ 22.78
SABINA MURESAN Total				**$ 22.78**
SAMSARA INC.	7/10/2024	4024743	010	$ 11,312.88
	7/19/2024	4024929	010	$ 22,625.76
SAMSARA INC. Total				**$ 33,938.64**
SAN JOSE BOILER WORKS	7/12/2024	4024810	050	$ 11,474.92
SAN JOSE BOILER WORKS Total				**$ 11,474.92**
SAN JOSE CHARTERS INC	7/10/2024	4024744	060	$ 2,250.00
SAN JOSE CHARTERS INC Total				**$ 2,250.00**
SAN JOSE WATER COMPANY	7/12/2024	4024796	010	$ 1,355.85
	7/5/2024	4024628	010	$ 1,527.02
SAN JOSE WATER COMPANY Total				**$ 2,882.87**
SANCHEZ, MELANY	7/26/2024	4024990	060	$ 243.53
SANCHEZ, MELANY Total				**$ 243.53**

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
SANDRA F FAUSTINA GARCIA	7/8/2024	4024683	060	$ 260.03
SANDRA F FAUSTINA GARCIA Total				**$ 260.03**
SANTA CLARA COUNTY OFFICE OF	7/12/2024	4024837	060	$ 3,600.00
	7/16/2024	4024891	060	$ 4,271.44
	7/8/2024	4024684	060	$ 4,600.00
	7/19/2024	4024947	060	$ 22,727.00
	7/22/2024	4024956	060	$ 1,010.00
SANTA CLARA COUNTY OFFICE OF Total				**$ 36,208.44**
SANTA CLARA COUNTY SCHOOL	7/19/2024	4024930	010	$ 600.00
SANTA CLARA COUNTY SCHOOL Total				**$ 600.00**
SCHOOL INNOVATIONS &	7/15/2024	4024850	010	$ 68,800.00
SCHOOL INNOVATIONS & Total				**$ 68,800.00**
SCIENCE FROM SCIENTISTS INC.	7/8/2024	4024709	060	$ 750.00
	7/17/2024	4024902	060	$ 250.00
SCIENCE FROM SCIENTISTS INC. Total				**$ 1,000.00**
SECOND START LEARNING	7/12/2024	4024838	080	$ 4,668.00
SECOND START LEARNING Total				**$ 4,668.00**
SECURITY ALERT SYSTEMS	7/8/2024	4024685	010	$ 24,050.00
SECURITY ALERT SYSTEMS Total				**$ 24,050.00**
SECURITY CONTRACTOR SERVICES	7/8/2024	4024686	050	$ 1,844.49
SECURITY CONTRACTOR SERVICES Total				**$ 1,844.49**
SELF INSURED SCHOOLS OF	7/10/2024	4024752	670	$ 904,474.00
SELF INSURED SCHOOLS OF Total				**$ 904,474.00**
SELWAY CONSTRUCTION INC	7/8/2024	4024710	050	$ 2,545.00
	7/10/2024	4024745	050	$ 26,939.00
SELWAY CONSTRUCTION INC Total				**$ 29,484.00**
SERVICE STATION SYSTEMS	7/8/2024	4024687	010	$ 550.00
	7/10/2024	4024746	010	$ 275.00
SERVICE STATION SYSTEMS Total				**$ 825.00**
SFCC INTERMEDIATEHOLDINGS INC	7/12/2024	4024839	010	$ 92.20
SFCC INTERMEDIATEHOLDINGS INC Total				**$ 92.20**
SHARED PLATE STRATEGIES LLC	7/15/2024	4024861	130	$ 1,781.00
SHARED PLATE STRATEGIES LLC Total				**$ 1,781.00**
SILICON VALLEY EDUCATION	7/26/2024	4024981	060	$ 147,520.34
SILICON VALLEY EDUCATION Total				**$ 147,520.34**
SIX DEGREES INC.	7/18/2024	4024921	010	$ 39,998.50
SIX DEGREES INC. Total				**$ 39,998.50**
SIXTH DIMENSION PMCM INC	7/10/2024	4024747	210	$ 60,714.25
SIXTH DIMENSION PMCM INC Total				**$ 60,714.25**
SOCIAL AND ENVIRONMENTAL	7/8/2024	4024711	010	$ 1,100.00
SOCIAL AND ENVIRONMENTAL Total				**$ 1,100.00**
SONIA LOPEZ	7/12/2024	4024840	060	$ 363.49
SONIA LOPEZ Total				**$ 363.49**
SOUTHERN COUNTIES LUBRICANTS	7/12/2024	4024841	010	$ 17,928.59
SOUTHERN COUNTIES LUBRICANTS Total				**$ 17,928.59**
SPECTRUM CENTER INC.	7/15/2024	4024862	080	$ 6,551.22
SPECTRUM CENTER INC. Total				**$ 6,551.22**
SPEECH CORNER LLC	7/26/2024	4024969	010	$ 124.98
SPEECH CORNER LLC Total				**$ 124.98**
SPURR	7/15/2024	4024844	010	$ 4,295.96

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SPURR Total				**$ 4,295.96**
STACEY ARLENE WILLIAMS	7/5/2024	4024634	010	$ 243.99
STACEY ARLENE WILLIAMS Total				**$ 243.99**
STATE OF CALIFORNIA	7/18/2024	4024909	010	$ 947.00
STATE OF CALIFORNIA Total				**$ 947.00**
STEVEN WAYNE DOTY	7/12/2024	4024820	050	$ 1,835.31
STEVEN WAYNE DOTY Total				**$ 1,835.31**
STUDIO W ASSOCIATES INC.	7/8/2024	4024688	210	$ 22,312.95
STUDIO W ASSOCIATES INC. Total				**$ 22,312.95**
SUNBELT RENTALS INC.	7/17/2024	4024900	050	$ 4,910.32
SUNBELT RENTALS INC. Total				**$ 4,910.32**
SUTHERLAND CONSULTING GROUP	7/18/2024	4024922	010	$ 9,649.00
SUTHERLAND CONSULTING GROUP Total				**$ 9,649.00**
SVA ARCHITECTS INC.	7/10/2024	4024748	210	$ 1,350.00
SVA ARCHITECTS INC. Total				**$ 1,350.00**
SYSCLOUD INC.	7/19/2024	4024931	010	$ 10,800.00
SYSCLOUD INC. Total				**$ 10,800.00**
SYSCO SAN FRANCISCO INC.	7/5/2024	4024638	130	$ 3,186.56
SYSCO SAN FRANCISCO INC. Total				**$ 3,186.56**
TALTON, VERONICA	7/10/2024	4024749	010	$ 41.54
TALTON, VERONICA Total				**$ 41.54**
TARGET SPECIALTY PRODUCTS	7/8/2024	4024689	050	$ 333.02
TARGET SPECIALTY PRODUCTS Total				**$ 333.02**
TEAMSTERS LOCAL #150	7/31/2024	4024995	010	$ 6,241.00
TEAMSTERS LOCAL #150 Total				**$ 6,241.00**
TEAMSTERS MANAGED TRUST FUNDS	7/10/2024	4024755	670	$ 233,081.00
TEAMSTERS MANAGED TRUST FUNDS Total				**$ 233,081.00**
THE CREEKSIDE SCHOOL	7/15/2024	4024863	080	$ 9,292.50
THE CREEKSIDE SCHOOL Total				**$ 9,292.50**
THE DANIELSEN COMPANY	7/5/2024	4024639	130	$ 11,890.28
THE DANIELSEN COMPANY Total				**$ 11,890.28**
THE ENVISIONEERS INC	7/19/2024	4024941	060	$ 81,555.13
THE ENVISIONEERS INC Total				**$ 81,555.13**
THE STEPPING STONES GROUP LLC	7/10/2024	4024723	080	$ 79,991.75
THE STEPPING STONES GROUP LLC Total				**$ 79,991.75**
THINK TOGETHER	7/8/2024	4024712	060	$ 224,024.00
THINK TOGETHER Total				**$ 224,024.00**
THOMAS JACOBSON	7/15/2024	4024867	010	$ 9,250.00
THOMAS JACOBSON Total				**$ 9,250.00**
TIERNEY LOPEZ	7/10/2024	4024724	080	$ 121.94
	7/26/2024	4024970	080	$ 87.10
TIERNEY LOPEZ Total				**$ 209.04**
TIFFANY DOMINGO	7/8/2024	4024690	010	$ 161.01
TIFFANY DOMINGO Total				**$ 161.01**
TINA MARIE SANDERS	7/12/2024	4024802	130	$ 30.15
TINA MARIE SANDERS Total				**$ 30.15**
TSG ENTERPRISES INC.	7/11/2024	4024773	210	$ 5,628.00
TSG ENTERPRISES INC. Total				**$ 5,628.00**
TUTORWORKS INC.	7/10/2024	4024725	060	$ 69,333.00
TUTORWORKS INC. Total				**$ 69,333.00**

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Vendor Name	Date	Warrant #	Fund	Sum of Amount
U.S. BANK	7/17/2024	4024896	010	$ 7,680.32
			060	$ 3,308.08
			130	$ 327.54
			210	$ 4,746.89
U.S. BANK Total				**$ 16,062.83**
UBEO MIDCO LLC	7/12/2024	4024803	010	$ 347.79
			060	$ 21.90
UBEO MIDCO LLC Total				**$ 369.69**
UNITED PARCEL SERVICE	7/8/2024	4024713	010	$ 200.95
UNITED PARCEL SERVICE Total				**$ 200.95**
UNITED REFRIGERATION INC.	7/12/2024	4024811	050	$ 63.34
	7/11/2024	4024782	050	$ 108.47
UNITED REFRIGERATION INC. Total				**$ 171.81**
UPKEEP TECHNOLOGIES INC.	7/19/2024	4024932	050	$ 21,600.00
UPKEEP TECHNOLOGIES INC. Total				**$ 21,600.00**
VALLEY TRANSPORTATION AUTH.	7/12/2024	4024842	060	$ 5,862.50
VALLEY TRANSPORTATION AUTH. Total				**$ 5,862.50**
VAN PELT CONSTRUCTION SERVICES	7/8/2024	4024691	210	$ 13,500.00
VAN PELT CONSTRUCTION SERVICES Total				**$ 13,500.00**
VENTRIS LEARNING LLC	7/16/2024	4024892	060	$ 827.75
VENTRIS LEARNING LLC Total				**$ 827.75**
VERIZON COMMUNICATIONS INC.	7/12/2024	4024804	010	$ 1,358.10
	7/5/2024	4024635	010	$ 4,382.26
	7/17/2024	4024897	060	$ 4,228.48
VERIZON COMMUNICATIONS INC. Total				**$ 9,968.84**
VOCOVISION LLC	7/16/2024	4024893	080	$ 2,642.50
VOCOVISION LLC Total				**$ 2,642.50**
VOYAGER SOPRIS LEARNING INC.	7/19/2024	4024948	080	$ 15,072.00
VOYAGER SOPRIS LEARNING INC. Total				**$ 15,072.00**
W.W. GRAINGER INC.	7/8/2024	4024655	050	$ 1,219.09
		4024692	050	$ 1,556.24
	7/10/2024	4024750	050	$ 259.38
	7/11/2024	4024783	050	$ 358.10
W.W. GRAINGER INC. Total				**$ 3,392.81**
WALTERS, MELISSA	7/5/2024	4024636	010	$ 228.22
WALTERS, MELISSA Total				**$ 228.22**
WARDS AUTO SUPPLY INC	7/8/2024	4024714	010	$ 3,112.05
WARDS AUTO SUPPLY INC Total				**$ 3,112.05**
WATER QUALITY PLUMBING INC	7/16/2024	4024878	050	$ 1,460.00
WATER QUALITY PLUMBING INC Total				**$ 1,460.00**
WESTERN PSYCHOLOGICAL SERVICES	7/18/2024	4024923	080	$ 1,410.44
	7/16/2024	4024888	080	$ 834.00
WESTERN PSYCHOLOGICAL SERVICES Total				**$ 2,244.44**
WEX Health Inc	7/16/2024	4024894	670	$ 120.00
WEX Health Inc Total				**$ 120.00**
WHITE, KELSEY	7/11/2024	4024784	060	$ 130.36
WHITE, KELSEY Total				**$ 130.36**
WILSON LANGUAGE TRAINING	7/19/2024	4024949	060	$ 3,164.91
WILSON LANGUAGE TRAINING Total				**$ 3,164.91**
WOODWIND & BRASSWIND INC.	7/8/2024	4024693	010	$ 4,075.28

AP Check Register - Pivot Table Summary by Vendor
July 2024

Vendor Name	Date	Warrant #	Fund	Sum of Amount
WOODWIND & BRASSWIND INC. Total				**$ 4,075.28**
WRESTLING MART.COM	7/8/2024	4024694	010	$ 1,337.96
WRESTLING MART.COM Total				**$ 1,337.96**
WYEBOT INC.	7/26/2024	4024982	010	$ 2,001.00
WYEBOT INC. Total				**$ 2,001.00**
YENY ROSALES	7/8/2024	4024695	060	$ 79.78
		4024715	060	$ 465.00
YENY ROSALES Total				**$ 544.78**
YMCA OF SILICON VALLEY	7/15/2024	4024864	060	$ 103,224.00
	7/19/2024	4024942	060	$ 103,600.00
YMCA OF SILICON VALLEY Total				**$ 206,824.00**
YONDR INC	7/16/2024	4024895	060	$ 2,250.00
	7/15/2024	4024865	060	$ 34,270.23
YONDR INC Total				**$ 36,520.23**
ZENDESK INC. & SUBSIDIARIES	7/12/2024	4024821	010	$ 14,256.00
ZENDESK INC. & SUBSIDIARIES Total				**$ 14,256.00**
Grand Total				**$ 14,063,115.01**

10.04

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: July 28, 2024

Subject: **Approve Bond Contracts/Extensions**

Staff Analysis: The District has received a summarized list of bond contracts/extensions dates August 8, 2024.

Recommendation: Staff recommends approval of the Bond Contracts/Extensions.

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

To the Board of Trustees:

Recommend Approval

10.04
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
August 8, 2024 Board Meeting

BOND CONTRACTS/EXTENSIONS

CONTRACTOR NAME	DATE OF SERVICE		COST	PURPOSE
Ninyo & Moore	08/09/24	$	7,680.00	Contractor will provide Inspection Services at the Outdoor Learning Classroom at Russo/McEntee Academy (Project #6 – Amendment No. 1)
Furman Construction Inspect.	08/09/24	$	3,000.00	Contractor will Additional Inspection Services and Time Extension of Project #4 McCollam Play Structures (Purchase Order BD 248060 – Amendment No. 1)

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

Board of Trustees: Date: July 15, 2024

To the Superintendent of Schools

Subject: **Approve Amendment No. 1 - Ninyo & Moore Geotechnical and Environmental Sciences Consultants for Inspection Services at the Outdoor Learning Classroom at Russo/McEntee Academy (Project #6).**

Staff Analysis: Additional required inspections were necessary for the outdoor learning classroom at Russo/McEntee Academy. The inspections included materials testing for drilled pier observation, structural steel, and grout inspections. Due to the additional required inspections the original term date has been extended to November 30, 2024.

Total amendment amount: $7,680 dollars.

Item	Amount
Original Contract Amount	$ 19,741.00
Amendment No. 1 Amount	$ 7,680.00
New Contract Amount	$ 27,421.00

Recommendation: Staff recommends the Board of Trustees approve contract amendment number 1 for Ninyo & Moore in the amount of $7,680 dollars, along with extending the term date to November 30, 2024 in order for the scope of work to be completed.

Submitted by: Marc Freitas MF Title: Director of Bonds, Facilities, & Leases

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

To the Board of Trustees: Meeting: August 8, 2024

Regular Board Meeting

Recommended Approval

Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

AMENDMENT NO. 1 to:

Russo/McEntee Academy Special Inspection and Testing Services

for the Outdoor Classroom Structure

This Amendment No. 1 ("Amendment") amends the Agreement for Special Testing & Inspection Services which was entered into by and between the Alum Rock Union School District ("District") and Ninyo & Moore Geotechnical and Environmental Sciences Consultants. ("Consultant") (together, "Parties") as follows:

RECITALS

WHEREAS, the Parties entered into the Agreement effective as of March 15, 2024 in order for Consultant to provide special inspections and testing services ("Consultant Services"); and

WHEREAS, the Parties now desire to amend and supplement the Agreement to increase the original cost of the Agreement; and

NOW THEREFORE, in consideration of the mutual promises and covenants set forth above and contained herein, the Parties agree as follows:

1. **Amendments to Agreement.**

Section 1. (Services), Section 2. (Term), and Section 4. (Compensation) of the Agreement hereby amended to include as follows:

Additional required inspections and materials testing for drilled pier observation, structural steel and grout inspections. Also, in order to comply with the additional required inspections, the term of this contract is extended from May 10, 2024 to November 30, 2024.

Original Contract Amount	**$19,741.00**
Change Order	**$ 7,680.00**
New Contract Total	**$27,421.00**

2. **Provisions of the Agreement Reaffirmed.**

All other provisions of the Agreement shall remain in full force and effect and are reaffirmed. If there is any conflict between this Amendment No. 1 and any provision of the Agreement, relating to Consultant's compensation or scope of Services, the provisions of this Amendment No. 1 shall control.

IN WITNESS WHEREOF, the Parties hereto have accepted and agreed to this Amendment No. 1 on the dates indicated below.

Dated: _____, 2024

Alum Rock Union School District

By: _____

Print Name: _____

Print Title: _____

Dated: July 15, 2024

Ninyo & Moore

By: Lothus Hennefer

Print Name: Lothus Hennefer

Print Title: Construction Services Manager

Ninyo & Moore
Geotechnical & Environmental Sciences Consultants

35+ YEARS

June 25, 2024
Project No.: 404661006

Mr. Marc Freitas, Bonds Director
Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, California 95127

Subject: Change Order Request #1 for Geotechnical Observation and Special Inspection Services for the Russo McEntee Academy Outdoor Classroom Structure Project
2851 Gay Avenue, San Jose, California 95127
DSA Application No.: 01-121375; DSA File No.: 43-4

Dear Mr. Freitas:

As you know, we are providing geotechnical observation and special inspection services in accordance with Purchase Order No.: BD 248078 dated April 2, 2024. Construction activities are ongoing and the fee for the requested services will exceed the estimated amount presented in our proposal. In preparing this change order request, we reviewed our accounting records and the current projection of the construction schedule. This need for additional funds can be attributed primarily due to additional required inspections for drilled pier observation, structural steel and grout.

SERVICES REMAINING

An estimate of additional time and associated fees for materials testing and special inspection services has been developed based on time already accrued and our current understanding of the remaining work and construction schedule for the project. It is our understanding that the remaining scope of work for this project includes (2) days of welding and (1) day of grout to complete the project.

CONTRACT SUMMARY

We estimate our fees to be approximately $7,680 more than the approval budget. Therefore, this change order request is for **$7,680 (Seven Thousand Six Hundred Eighty Dollars)**, as shown in the attached Table 1 – Breakdown of Estimated Fee. The contract history for this project is as follows:

Contract History		
1	Contract Amount	$19,741
2	Change Order Request	$7,680
New Contract Amount		**$27,421**

The estimate provided for this change order request is based upon a review of the original contract, our services provided to date, and the remaining scope of work.

AUTHORIZATION TO PROCEED

To authorize our services, please send us an amendment to our existing contract. We appreciate this opportunity to be of continuing service.

Respectfully submitted,
NINYO & MOORE

Rowell Sta Ana
Senior Staff Engineer

Francis Thummasit
Senior Project Manager

RSA/FST/rk

Attachments: Table 1 - Breakdown of Estimated Fee

Table 1 - Breakdown of Estimated Fee						
Geotechnical Observation						
Senior Staff Engineer	Drilled Piers Observation	16 hours	@ $ 170.00	/hour	$	2,720.00
			Subtotal		**$**	**2,720.00**
Structural Steel Welding						
Special Inspector	Material ID and Structural Steel Welding Inspection in the Shop/Field	16 hours	@ $ 115.00	/hour	$	1,840.00
Special Inspector	Non-Shrink Grout Placement Inspection	8 hours	@ $ 115.00	/hour	$	920.00
Laboratory	Compression Tests (2x2x2 Non-Shrink Grout)	3 tests	@ $ 55.00	/test	$	165.00
			Subtotal		**$**	**2,925.00**
Reimbursables						
Field Vehicle Usage		40 hours	@ $ 15.00	/hour	$	600.00
Equipment Usage		40 hours	@ $ 12.00	/hour	$	480.00
			Subtotal		**$**	**1,080.00**
Project Management						
Project Assistant	Dispatch	2 hours	@ $ 95.00	/hour	$	190.00
Project Manager	Project Coordination and Progress Report Preparation	3 hours	@ $ 185.00	/hour	$	555.00
Principal Engineer	Project Oversight, Consultation and Interim/Final Verified Report Preperation (DSA 291/293)	1 hour	@ $ 210.00	/hour	$	210.00
			Subtotal		**$**	**955.00**
TOTAL ESTIMATED FEE					$	7,680.00

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees: Date: July 25, 2024

Subject: **Approve Amendment No. 1 Furman Construction Inspection Inc. for additional Inspection Services and Time Extension of Project # 4 McCollam PlayStructures Purchase Order BD 248060.**

Staff Analysis: Additional required inspections are necessary for the two play structures at McCollam Elementary. The inspections include impact tests and inspection and a final report to be submitted to DSA for compliance. Additionally, the existing Purchase Order BD 248060 be extended to Dec 31, 2024.

Total amendment amount: $3000 dollars.

Item	Amount
Original Contract Amount	$ 17,887.50
Amendment No. 1	$ 3,000.00
New Contract Amount	$ 20,887.50

Recommendation: Staff recommends the Board of Trustees approve contract amendment #1 for Furman Construction Inspection Inc. in the amount of $3,000 dollars, along with the term date extended to December 31, 2024.

Prepared by: Marc Freitas Title: Director of Bonds, Facilities, & Leases

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

To the Board of Trustees: Meeting: August 8, 2024

Recommended Approval

Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

FURMAN
CONSTRUCTION INSPECTION INC

July 23, 2024

Mr. Marc Freitas
Bonds Director
Alum Rock Union Elementary School District
2800 Ocala Ave.
San Jose, CA 95148

Re: Add service request for Play Structure Testing Services at McCollum ES, ARUESD Project 04.

Dear Mr. Freitas,

As requested, FCI will provide testing for the 2 playground structures at McCollum ES for an added cost of $3,000.00, ($1,500.00 per structure). The report will include final inspection and impact test report as required by the State of California.

Please feel free to contact me if you have any questions regarding this proposal. Again, I appreciate the opportunity, and I look forward to hearing from you.

Sincerely,

Jerry M. Furman

Jerry M. Furman
DSA Certified Class 1 IOR #4334
Furman Construction Inspection Inc.
jfurman@fcinspection.com
408.234.8153

10.05

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: July 28, 2024

Subject: **Resolution NO. 05-24/25**
Approval of District's Annual Authorized Signatures to be Submitted to the Santa Clara County Office of Education (SCCOE)

Staff Analysis: To update authorized signatures to carry out district business matters.

Recommendation: Staff recommends the Board of Trustees approve Resolution NO. 05-24/25 Annual Authorized Signatures to be submitted to the SCCOE.

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

To the Board of Trustees:

Recommend Approval

10.05
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

AUTHORIZED SIGNATURES
RESOLUTION NO. 05 – 24/25

BOARD OF TRUSTEES

WHEREAS, Education Code Section 42641 provides that the Board of Trustees may issue payroll orders to be drawn for the payment of salaries and wages of employees; and

WHEREAS, Education Section 42633 requires the Board of Trustees to file with the County Superintendent of Schools verified signatures of all persons authorized to sign orders in its name.

NOW, THEREFORE, BE IT RESOLVED that the

Alum Rock Union Elementary School District's Board of Trustees authorizes and empowers any of the following to sign any and all orders in the name of said district drawn on the funds of said district.

PASSED AND ADOPTED by the Board of Trustees of the

Alum Rock Union Elementary School District this 8th day of August, 2024 by the following vote:

AYES:

NOES:

ABSENT:

ABSTAIN:

I, Linda Chavez, President of the Board of Trustees of the Alum Rock Union Elementary School District of Santa Clara County, California, do hereby certify that the foregoing is a full, true and correct copy of a resolution adopted by the Board at a meeting thereof held at its regular place of meeting on the date shown above and by the vote above stated, which resolution is on file in the office of said Board.

_____

Signed

AUTHORIZED SIGNATURES

Alum Rock Union Elementary School District

TO: County Superintendent of Schools

In accordance with the provisions of Sections 42633 and 42641, of the Trustees Code of California, any of the following persons have been duly authorized to sign orders drawn upon the funds of said school district dated August 8, 2024.

By Order of the Governing Board

_____

Signature

_____

Title

Signature	Title	A/P	P/R
Kolvira Chheng	Assistant Superintendent, Business Services	X	X
Teresa DeCelles	Director, Fiscal Services	X	X
Maria Bonilla	Administrator, Fiscal Services	X	X
Emmanuel Barbara	Interim Superintendent	X	X

10.06

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: July 28, 2024

Subject: **Resolution NO. 06-24/25**
Approval of District's Annual Authorized Signatures
(Bank Deposits)

Staff Analysis: To update authorized signatures to carry out district business matters.

Recommendation: Staff recommends the Board of Trustees approve Resolution NO. 06-24/25 Annual Authorized Signatures (Bank Deposits).

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

To the Board of Trustees:

Recommend Approval

10.06
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 06 – 24/25 (page 1 of 5 pages)

(Transmittal of Funds)

BE IT RESOLVED by the Board of Trustees' of the Alum Rock Union Elementary School District and hereby ordered that:

Any two of the following persons:

EMMANUEL BARBARA
INTERIM SUPERINTENDENT

KOLVIRA CHHENG
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

TERESA DECELLES
DIRECTOR
FISCAL SERVICES

MARIA BONILLA
ADMINISTRATOR
FISCAL SERVICES

be authorized to sign checks drawn on the General Fund Deposit accounts in the Wells Fargo Bank and Bank of America, San Jose Branches, for payment to Santa Clara for the purpose of transmitting District funds.

Emmanuel Barbara
Interim Superintendent

Kolvira Chheng
Assistant Superintendent,
Business Services

Teresa DeCelles
Director,
Fiscal Services

Maria Bonilla
Administrator,
Fiscal Services

PASSED AND ADOPTED this 8th day of August 2024 by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California, by the following vote:

AYES: NOES: ABSENT:

Clerk of the Board

Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 06 – 24/25 (page 2 of 5 pages)

(Deposits - Collections)

BE IT RESOLVED by the Board of Trustees' of the Alum Rock Union Elementary School District and hereby ordered that:

The Superintendent of Schools of the Alum Rock Union Elementary School District be authorized to make deposits of collections received by this District, prepare deposit permits for such collections, and make statements under oath in connection there with required by Section 26901 of the Government Code.

IT IS FUTHER RESOLVED AND HEREBY ORDERED that the following persons:

EMMANUEL BARBARA
INTERIM SUPERINTENDENT

KOLVIRA CHHENG
ASSISTANT SUPERINTENDENT
BUSINESS SERVICES

TERESA DECELLES
DIRECTOR
FISCAL SERVICES

MARIA BONILLA
ADMINISTRATOR
FISCAL SERVICES

are authorized to sign the collection received advice certificate requesting County Superintendent to prepare deposit permits for the District.

Emmanuel Barbara
Interim Superintendent

Kolvira Chheng
Assistant Superintendent,
Business Services

Teresa DeCelles
Director,
Fiscal Services

Maria Bonilla
Administrator,
Fiscal Services

PASSED AND ADOPTED this 8th day of August 2024 by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California, by the following vote:

AYES: NOES: ABSENT:

Clerk of the Board

Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 06 – 24/25 (page 3 of 5 pages)

(Revolving Cash Accounts)

BE IT RESOLVED by the Board of Trustees' of the Alum Rock Union Elementary School District and hereby ordered that:

EMMANUEL BARBARA **INTERIM SUPERINTENDENT**	**KOLVIRA CHHENG** **ASSISTANT SUPERINTENDENT** **BUSINESS SERVICES**
TERESA DECELLES **DIRECTOR** **FISCAL SERVICES**	**MARIA BONILLA** **ADMINISTRATOR** **FISCAL SERVICES**

are authorized to sign with such expenditures to be ratified by the Board of Trustees at least once a month.

Emmanuel Barbara
Interim Superintendent

Kolvira Chheng
Assistant Superintendent,
Business Services

Teresa DeCelles
Director,
Fiscal Services

Maria Bonilla
Administrator,
Fiscal Services

PASSED AND ADOPTED this 8th day of August 2024 by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California, by the following vote:

AYES: NOES: ABSENT:

Clerk of the Board

Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 06 – 24/25 (page 4 of 5 pages)

(Purchase Order and Contract Signatures)

BE IT RESOLVED by the Board of Trustees' of the Alum Rock Union Elementary School District and hereby ordered that:

KOLVIRA CHHENG
ASSISTANT SUPERINTENDENT,
BUSINESS SERVICES

TERESA DECELLES
DIRECTOR,
FISCAL SERVICES

MINH TANG
PROCUREMENT MANAGER
PURCHASING DEPARTMENT

MARIA BONILLA
ADMINISTRATOR
FISCAL SERVICES

be authorized to sign purchase orders and contracts of the Alum Rock Union Elementary School District that are duly approved or ratified by the Board of Trustees in its approval of regular monthly report expenditures.

PASSED AND ADOPTED this 8th day of August 2024 by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California, by the following vote:

AYES: NOES: ABSENT:

_____ _____
Clerk of the Board Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

RESOLUTION NO. 06 – 24/25 (page 5 of 5 pages)

(State Forms: OPSC/Grants)

BE IT RESOLVED by the Board of Trustees' of the Alum Rock Union Elementary School District and hereby ordered that:

Emmanuel Barbara
Interim Superintendent

Kolvira Chheng
Assistant Superintendent, Business Svcs.

be authorized to sign state forms from the State Allocation Board for the Office of Public School Construction, and other state and federal grant applications for the Alum Rock Union Elementary School District that are duly approved or ratified by the Board of Trustees.

PASSED AND ADOPTED this 8th day of August 2024 by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California, by the following vote:

AYES: NOES: ABSENT:

Clerk of the Board

Date

10.07

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: **August 8, 2024**

Subject: **Approve/Ratify Notices of Employment and Changes of Status/Aug 8, 2024**

Staff Analysis: This item includes recommendations such as new hires, leaves of absence, or other changes in employee status.

Recommendation: Staff recommends the Board of Trustees approval of the hiring of any new employee, and any change of status for existing employees.

Submitted by: Cesar Torrico Title: Asst. Superintendent, Human Resources

Approved by: Cesar Torrico CT Title: Asst. Superintendent, Human Resources

To the Board of Trustees:

Recommend Approval

10.07

Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim 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
August 8, 2024

CERTIFICATED OFFER OF EMPLOYMENT:

I. Contracts:

1.	Callahan, Manuel	Ethnic Studies Consultant	08/09/2024-06/30/2025
2.	Ramirez, Mary Linda	ELPAC Test Examiner	08/09/2024-06/30/2025
3.	Rosales, April	ELPAC Test Examiner	08/09/2024-06/30/2025
4.	Rosas, Elizabeth	ELPAC Test Examiner	08/09/2024-06/30/2025
5.	Schierling, Judith	ELPAC Test Examiner	08/09/2024-06/30/2025
6.	Valderrama, Juliana	ELPAC Test Examiner	08/09/2024-06/30/2025

II. Substitute Residential Teacher Contracts:

1.	Cerna Anaya, Estefani	08/08/2024-09/24/2024
2.	Chaves, Israel	08/08/2024-09/24/2024
3.	Fenstermaker, Andrew	08/08/2024-09/24/2024
4.	Martinez, Paulina	08/08/2024-09/24/2024
5.	Moncada, Hector	08/08/2024-09/24/2024
6.	Morquecho, Leticia	08/08/2024-09/24/2024

III. Short-Term Student Counselor Services Agreement:

1.	Briseno, Janelly	08/09/2024-12/19/2024
2.	Goldberg, Thomas	09/13/2024-06/06/2025
3.	Neuling, Emma	08/09/2024-06/30/2025
4.	Nodado, Mariel	08/09/2024-06/06/2025
5.	Segura-Casillas, Vanessa	08/09/2024-12/19/2024

CERTIFICATED CHANGES OF STATUS:

IV. Return from 39 ReEmployment List:

1.	Hernandez, Roberto	Counselor, K-5	06/30/2024
2.	Paganelli, Douglas	Teacher, Middle School	06/18/2024

V. Released from Contract:

1.	Aguilar, Silvia P.	1/Adelante Academy I	06/07/2024
2.	Martinez, Paulina	1/Linda Vista Elementary	06/07/2024
3.	Souto, Andrea	4/Painter Elementary	06/07/2024

VI. Personal Leave of Absence:

1.	Pula, Tanya	.20 FTE/Speech Therapist	07/01/2024-06/30/2025

VII. Provisional Internship Permit for the 2024/25 School Year:

1.	Leal-Perez, Maria Lola	Teacher, Elementary
2.	Ramirez, Leticia	Teacher, Elementary
3.	Rodriguez Salcedo, Alexis	Teacher, P.E.

CLASSIFIED PERSONNEL – August 8, 2024

CLASSIFIED OFFERS OF EMPLOYMENT:

I.	**New Employee:**		
	1. Fieldgrove, Aidan	Autism Intervention Assistant/Special Education Services	08/12/2024
	2. Rosales, Alma Rosa	School Office Assistant/Ocala	07/31/2024
	3. Ramirez, Carlos	Community Liaison 9.5mo/Aptitud	08/12/2024
	4. Rocha, Patty	Community Liaison 9.5/Adelante I	08/12/2024
	5. Tran, Lily	Paraeducator 9.5mo/Painter	08/12/2024
II.	**Change of Status:**		
	1. Carlos, Lisabet	Paraeducator Special Education I & Campus Paraeducator/Hubbard	08/12/2024
	2. Nguyen Love, Chau Yen	Paraeducator 9.5mo/Painter	08/12/2024
	3. Quintero, Elizabeth	Paraeducator Special Education II/Linda Vista	08/12/2024
III.	**Rehire:**		
	1. Cabrera, Ivy	Paraeducator 9.5mo/Cureton	08/12/2024
	2. Velez, Stephanie M	Paraeducator 9.5mo/Russo McEntee	08/12/2024
IV.	**Retirement:**		
	1. Orozco, Julieta	Child Nutrition Assistant I/Cassell	08/02/2024
V.	**Termination Probationary Period:**		
	1. Warren, Andrew W	Head Custodian II-Elementary/Russo McEntee	08/08/2024
VI.	**Substitute Personnel:**		
	1. Reynoso, Elizabeth	Substitute Clerical	07/15/2024

10.08

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: **August 8, 2024**

Subject: **Approve Out of State Travel, CBCF Annual Legislative Conference, Washington DC, Veronica Talton. Zero cost to the District.**

Staff Analysis: The Annual Legislative Conference focuses on issues impacting African Americans and the global black community. Zero cost to the District.

Submitted by: Cesar Torrico Title: Asst. Superintendent, Human Resources

Approved by: Cesar Torrico CT Title: Asst. Superintendent, Human Resources

To the Board of Trustees:

Recommend Approval

10.08
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

[CLICK HERE] for the Travel Approval Tutorial/Quick Guide

Ref#: 0001281

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

TRAVEL APPROVAL FORM
Attach Supporting Documents

Date of Request: 07/22/2024 Travel Type: Conference/Workshop Out of State? Yes

1. Program Manager / Principal Signature: Emily McChristian Dept. / School Site: DEPT - Academic Services
2. Title of Conference / Meeting: CBCF Annual Legislative Conference
3. Location: Washington, D.C. City/State Washington, D.C.
4. Purpose: The ALC focuses on issues impacting African Americans and the global black community.
5. Date (s) of Conference / Meetings: September 11-September 13
6. Departure Date / Time: 09/10/2024 8:00 AM Return Date / Time: 09/15/2024 8:00 AM
7. District Office Supervisor Approval: _____ Date _____
8. Human Resources:

Names(s) of Employees Attending	Sub? Yes No	Bilingual Yes No	Sub Request? (Name)	Job Number
Veronica Talton	Yes	No		312843

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX
010	0000	0	1190	00	1110	4000	000000	310	5260

Human Resources Dept. Approval: Yes Cesar Torrico 07/23/2024
Human Resources Approval Date

Substitute: ☐ Available ☐ Unavailable ☐ No Sub Needed Sub. Assignment Asst. Approval: as 07/23/2024

9. Section below must be COMPLETED (Enter $0 if N/A)

Cost Description	Total Estimated Costs	Description
Transportation	$ 0	
Registration	0	
Lodging	0	
Meals	0	
Shuttle / Parking	0	
Other	0	
Total	$ 0.00	
Attach Conference/Workshop/Meeting Information, Registration Form(s), Quote(s) I have attached		

10. Account code

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX
xxx	xxxx	0	xxxx	00	xxxx	xxxx	xxxxxx	xxx	xxxx
		0		00					

11. Regina Cardenas 07/23/2024
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

Comments

CTA will reimburse the cost of a substitute.

the Year!



Mark your calendars! The 53rd Annual Legislative Conference (ALC) sponsored by Amazon will take place September 11-15, 2024, in Washington, D.C.!

The Annual Legislative Conference is the leading public policy convening focused on issues impacting African Americans and the global Black community. The ALC is a unique platform where thought leaders, legislators, influencers, and concerned citizens converge to discuss and address critical issues, forge partnerships, and promote the political, economic, and social advancement of Black communities.

CALIFORNIA TEACHERS ASSOCIATION

1705 Murchison Drive, Burlingame, CA 94010
P.O. Box 921, Burlingame, CA 94011-0921
phone 650.697.1400

MEMBER RELEASE TIME REQUEST

The California Teachers Association will reimburse the district for member substitution upon receipt of an invoice sent to the CTA Accounting Department - P.O. Box 921, Burlingame, CA 94011-0921 or sent via email to ReleaseTime@cta.org. **A copy of this member release time request must be attached to the district's invoice in order to process payment.** If you have any questions, please contact the listed CTA Staff Person below.

*****THIS FORM IS FOR CTA OFFICE USE ONLY*****

CTA requests the release of: Veronica Talton
Member's First and Last Name

To be released on: September 10-13, 2024
Date(s) of Release

Reason for release time: CBCF Annual Legislative Conference
Name of Meeting #1

Name of Meeting #2

CTA Staff Contact Person: Adrian Alvarado
Staff's First and Last Name

Governmental Relations
Department

(916) 325-1541
Staff Phone Number

Charge Account #: 62130-4020
Account Code for Meeting #1

Account Code for Meeting #2

Department Approval: Lori Easterling
Signature for Meeting #1

Signature for Meeting #2

Release time request sent to:

Alum Rock Union School District
District Name

Dr. Imee Almazan / Interim Superintendent
Name and Title of District Contact Person

imee.almazan@arusd.org
Email Address

Copy sent to:

Veronica Talton
Member's First and Last Name

vtalton05@yahoo.com
Email Address

ReleaseTime@cta.org
CTA Accounting Department

10.09

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: **August 1, 2024**

Subject: **Approve Out of State Travel, 2024 5-Star Conference for Jessica Hernandez and Amber Johnstone (Sheppard Middle School)**

Staff Analysis: The 5-Star Conference is designed to help schools connect with other 5-star sites. There will be sessions covering the fundamentals as well as experts sharing their expertise. Networking with like-minded educators and exchanging best practices will further empower teachers to create dynamic and inclusive learning environments that inspire and challenge every student to reach their full potential.

Recommendation: Staff recommends the Board of Trustees approve out-of-state travel for Jessica Hernandez and Amber Johnstone. Estimated cost $2,850.00.

Approved by: Sandra Garcia Title: Asst. Superintendent, Instructional Services

To the Board of Trustees:

Recommend Approval

10.09
Agenda Placement

Meeting: **August 8, 2024**
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

[CLICK HERE] for the Travel Approval Tutorial/Quick Guide

Ref#: 0001282

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

TRAVEL APPROVAL FORM
Attach Supporting Documents

Date of Request: 07/15/2024 Travel Type: Conference/Workshop Out of State? Yes

1. Program Manager / Principal Signature: Jennifer Doherty Dept. / School Site: SCH - Sheppard Middle School
2. Title of Conference / Meeting: 2024 5-Star User Conference
3. Location: The Orleans Hotel and Casino City/State Las Vegas, NV
4. Purpose: Learn to use 5-Star to it's fullest potential to help with student engagement/PBIS
5. Date (s) of Conference / Meetings: 9/8/24 - 9/10/24
6. Departure Date / Time: 09/08/2024 8:00 AM Return Date / Time: 09/10/2024 10:00 PM
7. District Office Supervisor Approval: _____ Date _____
8. Human Resources:

Names(s) of Employees Attending	Sub? Yes No	Bilingual Yes No	Sub Request? (Name)	Job Number
Jessica Hernandez	Yes	No		321901
Amber Johnstone	Yes			321902

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX
060	3010	0	1199	00	1110	1000	000000	170	1190

Human Resources Dept. Approval: Yes Cesar Torrico 07/15/2024
Human Resources Approval Date

Substitute: ☐ Available ☐ Unavailable ☐ No Sub Needed Sub. Assignment Asst. Approval: as 07/15/2024

9. Section below must be COMPLETED (Enter $0 if N/A)

Cost Description	Total Estimated Costs	Description
Transportation	$ 800	
Registration	1200	
Lodging	400	
Meals	350	
Shuttle / Parking	100	
Other	0	
Total	$ 2,850.00	
Attach Conference/Workshop/Meeting Information, Registration Form(s), Quote(s) I have attached		

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

10. Account code

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX
060	3010	0	5200	00	1110	1000	000000	170	1190
		0		00					

11. Cynthia Sanchez 07/17/2024
Accountant Approval

Superintendent Approval for All Out of State Travel

Minh Tang 07/17/2024
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

Comments

10.10

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: **August 8, 2024**

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 August 8, 2024

Recommendation:
Staff recommends acceptance of the following memorandum(s) of understanding. MOU details are on file in the Purchasing Office.

Approved by: Minh Tang M.T. Title: Procurement Manager

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

To the Board of Trustees:

Recommend Approval

10.10
Agenda Placement

Meeting: August 8, 2024
Regular Board Meeting

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

MEMORANDUM(S) OF UNDERSTANDING

SCHOOL/ DEPARTMENT	DATE OF SERVICE	CONSULTANT NAME	COST	PURPOSE
Instructional Services Sandra Garcia	08/09/2024- 06/30/2025	Santa Clara County Office of Education – Outdoor Science School	MASTER	The SCCOE Outdoor Science School will provide outdoor science & conversation education to the 5th grade students of McCollam & Russo McEntee. Students will participate during the Spring for four days and three nights. All meals and lodging are included with participation. Funding: Restricted
Instructional Services Sandra Garcia	08/26/2024- 06/30/2025	Santa Clara County Office of Education – Walden West	MASTER	The agency will provide outdoor education to at least one classroom teacher and each class of thirty-six (36) or fewer students to participate in the Walden West outdoor education program. Funding: General
Child Nutrition Services Denisse Mendez	08/01/2024- 08/01/2026	Loaves & Fishes Family Kitchen	MASTER	Loaves & Fishes Family Kitchen will distribute fresh, nutritious, prepared meals and grocery items to the ARUSD community, including staff, families, and students. Meal distribution services will be offered free of charge to participants and to the district. No eligibility requirements are necessary for our services. Funding: General
Student Services Dr. Imee Almazan	08/09/2024- 06/30/2025	Asian American for Community Involvement (AACI)	NO COST	AACI will provide behavioral health services to student with full scope medical at the designated sites and Friday night programs and support to youth at Aptitud at Goss. Funding: General

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: **BUSINESS OFFICE** Contract No.: _____ Vendor No.: 13260

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)
☐ Exhibit B & C (Fingerprinting and TB Test)
☑ **MASTER CONTRACT PARTICIPATION**
☑ 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 Cruz County Office of Education (SCCOE) - Outdoor Science School

Address: 400 Encinal Street City: Santa Cruz State: CA Zip: 95060

Phone: (831)466-5600 Email: hmolloy@santacruzcoe.org

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates August 9, 2024 end date June 30, 2025

CONTRACTOR'S OBLIGATION:
Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

The SCCOE Outdoor Science School will provide outdoor science & conservation education to the 5th grade students of McCollam & Russo McEntee. Students will participate during the Spring for four days and three nights. All meals and lodging are included with participation.

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:** $ 7/29/24

Describe other related costs: $445.00 per student and $180 per teacher approximately $39,000.00

BUDGET CODE: 088-8210-0-5815-00-1110-4000-000000-040-0502 $ 22,610.00
060-9010-0-5815-00-1110-1000-000000-320-2320 $ 16,390.00
M. Newton 7/30/24 Accountant Initials

MB 7/31/24 Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: Dr. Tara Bickford Date: 07 / 23 / 2024

Director of Fiscal Services: [signature] Date: 8/1/24

Asst. Supt., of Business Services: [signature] Date: 8/1/24

Superintendent: _____ Date: _____

SANTA CRUZ COUNTY OFFICE OF EDUCATION
Dr. Faris Sabbah, Superintendent
400 Encinal St. Santa Cruz, CA 95060

AGREEMENT

SANTA CRUZ COUNTY OUTDOOR SCIENCE SCHOOL

This agreement is entered into this **15th** day of **June** by and between the office of Santa Cruz County Superintendent of Schools, hereafter called "Superintendent" and Alum Rock Union School District in Santa Clara County, hereinafter called "District."

WHEREAS, sections 1700 *et seq*., 8760 *et seq*. of the Education Code of the State of California authorizes the County Superintendent of Schools to contract with school districts to provide programs and classes in outdoor science and conservation education to pupils in the school district; and

WHEREAS, said Education Codes further authorize school districts to participate in such program provided under contract with the County Superintendent of Schools upon payment by the school district of the actual cost of providing such programs or classes;

NOW, THEREFORE, pursuant to such authority and in consideration of the mutual premises herein contained, the parties hereto agree as follow:

1. Superintendent agrees to conduct a program of outdoor science and conservation education during the school year **2024-2025** ("Outdoor Science School").

2. a. District agrees to participate with a minimum of 85 students of its fifth or sixth grade classes in said program during the Fall and/or Spring of the **2024-2025** school year and further agrees to pay the amount due according to the attached Fee Schedule. Payment is expected within 30 days of participation unless a prior written arrangement has been made. A Purchase Order number, or other appropriate authorization from the District, is to be attached to the signed acceptance form.

   b. District agrees to have at least one ***District-certificated teacher*** per thirty (35) students in attendance at the Outdoor Science School.

   c. If a student is unable to complete the program in which s/he is participating after arrival at the Outdoor Science School for any reason other than injury, illness, or family emergency, his/her absence shall not reduce the fee.

3. The District recognizes this activity is a school sponsored field trip and as such, agrees to provide transportation to and from the Outdoor Science School for all students, teachers and other personnel from the District, including accepting responsibility for transportation of students needing medical treatment due to injury and students who have been suspended from the Outdoor Science School program for infraction of the Outdoor Science School Program Rules, attached hereto.

4. The District agrees to share responsibility for the recruiting of the volunteer high school students that aid in the supervision of the visiting students. If the District recruits individuals 18 or older, the District shall submit an affidavit confirming a current Live Scan Fingerprint clearance 30 days in advance of participation for said adult volunteer.

5. The District shall give Superintendent at least thirty (30) days written notice if, for any reason, the guaranteed number of students will not attend. If, for any reason, more than 10% of the guaranteed number of students do not attend as agreed, and the written notification requirement, as indicated above, has not been met, the District will be held liable and will be billed for those program costs for

each non-attending student. If the District does follow the written notification requirement, the District will not be responsible for fulfilling the guaranteed number of students.

6. If Superintendent is delayed or hindered in or prevented from the performance of any service under this Agreement because of strikes, lockouts, inability to procure labor or materials, failure of power, riots, insurrection, war, fire or other casualty, pandemic, or other reason beyond the reasonable control of the Superintendent ("Force Majeure Event"), performance of that act shall be excused for the period during which the Force Majeure Event prevents such performance, and the period for that performance shall be extended for an equivalent period.

7. District agrees that students and adult personnel will adhere to the Outdoor Science School Program Rules. If an infraction occurs, the Superintendent, in his/her sole discretion, reserves the right to exclude offender from the program and District will be billed for such offender if it is a student.

8. Each party shall protect, defend, indemnify, and hold the other party and its elected officials, officers, employees, representatives, and agents harmless from and against any and all claims asserted or liability established for damages or injuries to any person or property, including injury to the indemnifying party's officers, employees, invitees, guests, agents, or contractors, which arise out of or are in any manner directly or indirectly connected with the indemnifying party's acts or omissions in the performance of its obligations under this Agreement, and all expenses of investigating and defending against same, including without limitation attorney fees and costs; provided, however, that the indemnifying party's duty to indemnify and hold harmless shall not include any claims or liability arising from the gross negligence, recklessness, or intentional misconduct of the other party and its elected officials, officers, employees, representatives, and agents.

9. During the entire term of this Agreement, any extension thereof, District shall maintain in effect a policy or policies of comprehensive general liability insurance providing a minimum combined single limit coverage of $1,000,000 per occurrence and $2,000,000 aggregate for the defense of lawsuits and the payment of damages arising from bodily injury, sickness, or disease, and death to any persons, and property loss, damage, and destruction, for each accident or occurrence. Each said comprehensive or commercial general liability insurance policy shall name the Santa Cruz County Office of Education and the Santa Cruz County Superintendent of Schools as additional insured for all liability arising out of the operations by or on behalf of the name insured in the performance of this Agreement. Documentation of insurance shall be provided to the Superintendent prior to the implementation of any services under this Agreement.

10. It is understood and agreed to by the parties hereto that Superintendent will exercise general supervision of the Outdoor Science School program and both parties will be responsible for providing sufficient personnel to ensure adequate supervision.

IN WITNESS WHEREOF, the parties hereto have affixed their signatures on the date above written



Santa Cruz Superintendent of Schools (or Designee)

School District: Alum Rock Union

Signature

Interim Superintendent
Title

Date

Attachments: Statement of Policy, Attendance Dates, Tuition Schedule

SANTA CRUZ COUNTY OFFICE OF EDUCATION
400 Encinal St. Santa Cruz, CA 95060
OUTDOOR EDUCATION PROGRAM

2024-2025
SANTA CRUZ COUNTY OUTDOOR SCHOOL

NUMBER OF STUDENTS AND

ATTENDANCE DATE ACCEPTANCE FORM

District: Alum Rock Union School District

School(s)	#of days	#of students	#of teachers	Date of attendance
Russo McEntee	4	35	1	12/3-12/6, 2024
McCollam	4	50	2	2/4-2/7, 2025

NOTE: For your information- this information has been sent to site principals.
Please check the number of students attending and the date of attendance listed above to be sure they are acceptable to all concerned. Dates are subject to change in conversation with the attending school. Every attempt has been made to give each school one of its priority choices.

IMPORTANT: If there is ANY change in the number of students attending, contact Heather MacDougall Molloy as soon as possible.

Santa Cruz County Office of Education
Outdoor Science School
2024-2025 Tuition Schedule

Four (4) Day Program	In County Public*	Out of County
Students	**$420.00**	**$445.00**
Teachers	**$180.00**	**$180.00**

Five (5) Day Program	In County Public*	Out of County
Students	**$465.00**	**$490.00**
Teachers	**$220.00**	**$220.00**

Day-Only Program	**$50/student/day**

***The Santa Cruz County Office of Education contributes financially to support the Outdoor Education Program, thus defraying the cost for students attending schools in Santa Cruz County public school districts.**

4/22/24

Santa Cruz County Officce of Education - Outdoor Science School

2024-2025

Cost breakdown by Site

	# of Days	# of Students	Cost per Student	# of Teachers	Cost per Teacher	Total Cost	Additonal amount added to = $39K contract	Total Amount to Encumber
Russo	4	35	$ 445.00	1	$ 180.00	**$ 15,755.00**	$ 635.00	**$ 16,390.00**
McCollam	4	50	$ 445.00	2	$ 180.00	**$ 22,610.00**	$ -	**$ 22,610.00**
						$38,365.00	**$635.00**	**$39,000.00**

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

Request for Contracted Services

To: BUSINESS OFFICE Contract No.: _____ Vendor No.: 010547

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: Santa Clara County Office of Education - Walden West

Address: 1290 Ridder Park Drive City: San Jose State: ca Zip: 95131

Phone: (408)573-3052 Email: jbaclace@sccoe.org

SSN: _____ Fed I.D. #: _____

CONTRACT TERM: start dates August 26,2024 end date June 30, 2025

CONTRACTOR'S OBLIGATION:
Description of services to be provided: (Please attach proposals, scope of work, and other documentation.)

SCCOE will provide outdoor education to at least one classroom teacher and each class of thiry-six (36) or fewer students to participate in the Walden West outdoor education 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:** $The required cost per Student, Teacher or Aide is $425 for 4 days or $500 for 5 days

Describe other related costs: _____

BUDGET CODE: 010-0000-0-5815-00-1110-1000000000-305-7221 TL 7/31/24
Accountant Initials

_____ _____
Accountant Initials

APPROVALS:

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT:

Site/Department Administrator: [signature] Date: 7/26/24
Director of Fiscal Services: [signature] Date: 7/31/24
Asst. Supt., of Business Services: [signature] Date: 8/1/24
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 classes in outdoor science education and conservation education. Pursuant to the provisions of Education Code Section 8763, SCCOE may enter into agreements with governing boards of school districts or private schools in order to provide programs and classes in outdoor science education and conservation education for students of the District or private school.

2. Goals

☒ Improve access to inclusive, equitable, high-quality education.
☒ Provide quality support to districts, schools, students, and communities.
☒ Be a premier service organization.

3. Responsibilities

3.1. The Agency Responsibilities:

The Agency, as a participant in the outdoor science and conservation education program, shall perform the following:

- The Agency shall recruit and provide for the attendance of students in the Walden West program.
- The Agency agrees to participate with a minimum number of students as set forth in **Exhibit I** and further agrees to pay the amount as listed in Section 5. The Agency will provide SCCOE the correct account structure to be invoiced accordingly.
- The Agency shall provide at least one (1) classroom teacher for each class of thirty-six (36) or fewer students scheduled to participate in the Walden West program. The teacher is the authorized representative of the Agency at Walden West.
- The Agency is responsible for the health and safety of Agency students during the entire period that the students are participating in the program, including the time the students are in transit to or from Walden West.
- The Agency is responsible for managing the health care needs of students with diabetes, seizures, and other health-related concerns. This includes providing a parent or nurse during the periods of need while attending Walden West—on a 24-hour basis if the student will be living at the outdoor education facility around the clock. If a special education student, student with a disability, or on a 504 plan is receiving unique or one-on-one services, the Agency must provide the same services at the outdoor education facility. Examples of such individualized support include, but are not limited to, one-on-one assistance, assisting students in wheelchairs, providing interpreters for deaf and partial-hearing

students, specialized medical assistance or a recurring need for medical observation, and aiding students who need assistance showering, toileting, dressing, and eating.

- The Agency shall ensure that the school nurse, other duly qualified supervisor of health, or site administrator verifies that the students' medications are in order and that they match their Walden West Medication Forms prior to the students being transported to Walden West.
- The Agency shall provide at least one (1) cabin leader for every twenty (20) students who will fully participate in the week-long program and supervise students in the cabins during residence at Walden West. All 18 and older cabin leaders and chaperones must comply with item 3.3. The Agency will work closely with the Environmental Education Liaison/Recruiter to have parents/adults processed and ready to fill in as cabin leaders as needed. It can take up to three weeks to get processed.
- The Agency shall fill out and return the Walden West Confirmation Form confirming the number of students, teachers, chaperones, and cabin leaders who will participate at least four (4) weeks prior to the event.
- The Agency will assign students to cabins for residence based on a cabin plan sent by Walden West.
- The Agency shall provide Walden West with the following lists two (2) weeks prior to arrival: dietary restrictions list, special needs/health concerns list and night concerns list, all of which are on the School Information Google Sheet.
- The Agency shall provide Walden West with the School Information Google Sheet and cabin lists no later than the Wednesday prior to arrival.
- The Agency will provide an UltraCamp registration link to families so that they can register their students for science camp and complete any optional dietary and health-related documents in the UltraCamp Document Center no later than the Wednesday prior to arrival.
- The Agency shall provide Walden West with an accurate list of program participants names upon arrival. The list shall indicate the name(s) for the teachers(s) who will supervise the students while at Walden West, and any adult chaperones and cabin leaders. Chaperones/cabin leaders over the age of 18 must comply with item 3.3.
- The Agency shall provide transportation to and from Walden West for all students, teachers, and other personnel from the Agency participating in the Walden West program. Transportation shall be scheduled to ensure the arrival of the participants between 9:30-10:00 a.m. on the first day and departure by 11:30 a.m. on the departure date as specified.
- The Agency must provide alternate transportation if a family is unable or unwilling to transport their child home due to communicable disease, live lice, or disciplinary action. If the Agency fails to provide transportation for students whose parents are unable or unwilling pick up their child, the outdoor school shall charge the district for the round-trip mileage of the vehicle used to transport the child home, and for the overtime hourly rate of two outdoor school staff members who transport and accompany the child home.
- The Agency shall observe the regulations and responsibilities as set forth **in Attachments "A" and "B".**
- The Agency shall have on file a signed field trip authorization from the parent or guardian of each student participating in the Walden West program. SCCOE reserves the right to request copies of the field trip forms.

3.2. <u>The SCCOE Responsibilities:</u>

- Provide a food service program for students, teachers, and other participants in the Walden West program. Meals and food services on days specified as follows:

  Day 1: Dinner meal

Day 2: Breakfast, lunch, snack, and dinner meal
Day 3: Breakfast, lunch, snack, and dinner meal
Day 4: Breakfast, lunch, snack, and dinner meal*
Day 5: Breakfast*

*Participants of a 3- or 4-day program receive only breakfast on the last day.

- All electricity, lights, heat, and water.
- Facilities that are in good repair and in safe and habitable condition.
- Personnel and resources necessary to implement the Program.
- Communicate with participating Agency's schools regularly regarding the operation and curriculum of Walden West.
- Develop the official calendar each school year which establishes the period of service and the number of students for each School which will participate in the Walden West program.
- Provide curriculum materials for all participants of the Walden West program and tools for teachers/coordinators to prepare for camp.
- Provide first aid facilities and supplies for minor injuries or illnesses

3.3. Volunteer/Chaperone/Visitor/Employee Fingerprinting And TB Clearance:

During the entire term of the Agreement, the Agency, its employees and all subcontractors, (nurses, health aides), interns, parent/guardian chaperones, and volunteers over the age of 18, shall fully comply with the provisions of the Education Code Section 45125 and Education Code section 49406 regarding DOJ, FBI fingerprinting background checks and tuberculosis. Fingerprint clearance dates and proof that adults are negative for TB are required prior to their arrival on campus.

The Agency's subcontractors (nurses, health aides, one-on-one aides), interns, parent/guardian chaperones, and volunteers (but not its employees) must print at the SCCOE or use the SCCOE LiveScan Form if printing at a different location. SCCOE will provide the LiveScan fingerprinting background service for the Agency for a fee of $74; schools will be billed for any adult that prints regardless of their participation or clearance status.

3.4. Visitors:

Any additional school staff, contractors, aides, nurses, parents or adults (other than scheduled classroom teachers) who plan to be on the Walden West campus must be approved in advance by the school principal and the Director of Environment Education at Walden West.

4. Duration of Agreement

This Agreement begins on August 26, 2024 and ends on June 30, 2025.

5. Articulation of Monies/Compensation

Unless otherwise agreed in writing, Agency shall pay SCCOE after completion of a school's week at the Walden West and upon receipt of invoice(s) as specified below. It is understood and agreed that payment to SCCOE for participation at Walden West shall be made for each participant. Payments are due within forty-five (45) days of the date of invoice. If Agency's funds are used, Agency shall submit a Purchase Order for participation at Walden West. Or make checks out to Walden West.

The required per-Student, Teacher, or Aide charge is:

- Four Hundred Twenty Five ($425) for four (4) days
- Five Hundred ($500) for five (5) days

Payment for Agency's visitors will be included on the invoice from SCCOE to the Agency. The Director of Environmental Education at Walden West must pre-approve all visitors to the program three (3) weeks prior to visit. Charges for Agency's visitors to Walden West are as follows:

- Meals: $12.00/each
- Lodging: $64.00/per day

The costs as specified in this Section are one (1) week costs. A week is defined as the period beginning with dinner following the participants arrival on Day 1 and ending with breakfast on the last day of the program.

Reimbursement for Damages:

The Agency shall reimburse SCCOE for any damages resulting from the use of Walden West facilities and equipment, normal wear and tear excluded. Reimbursement shall be based upon the actual cost of materials, parts and labor required for repair or replacement. Payment shall be made upon receipt of an itemized invoice.

6. Data Sharing/Confidentiality

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. Cancellation/No Shows/Refunds

- In the event the Agency must cancel participation in the Walden West program, the Agency must provide SCCOE with sixty (60) days advance notification in writing to the Director of Environmental Education at Walden West. If such proper written notification is not provided, SCCOE may charge the Agency up to Eighty Percent (80%) of the original amount to provide for irrecoverable costs.
- In the event that 10% to 20% of the number of students will not participate in the Program, the Agency shall give the Director of Environment Education at Walden West at least thirty {30) days prior written notice. Otherwise, the Agency shall be liable and will be billed for those program costs for each non-attending student if not notified as indicated above. If more than 20% of the students are absent, the Agency shall be liable and be billed for the program costs.
- No refunds will be given after a student's arrival at Walden West in cases of homesickness, dismissal for discipline or voluntary withdrawal.
- Students who leave camp for medical reasons for two (2) days or more will receive a pro-rated refund.

8. Termination

This Agreement may be terminated by SCCOE upon sixty (60) days advance written notification.

9. Other Terms

9.1. 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.

9.2. Amendments: This Agreement may only be amended by a written instrument signed and acknowledge

by the Parties.

9.3. Independent Agency: While performing its obligations under this agreement, the Agency is an Independent Agency and not an officer, employee, or agent of SCCOE. The Agency shall not at any time or in any manner represent that it or any of its officers, employees, or agents are employees of SCCOE. The Agency warrants its compliance with the criteria established by the U.S. Internal Revenue Service (1.R.S.) and the California Employment Development Department (EDD) for qualification as an Independent Agency including, but not limited to, being hired on a temporary basis, having some discretion is scheduling time to complete contract work, working for more than one employer at a time, and acquiring and maintaining its own office space and equipment.

9.4. Integration: This agreement, including all attachments and exhibits and other documents incorporated herein or made applicable by reference, contains the complete and final understanding of the parties' rights, duties, and obligations with respect to the transaction discussed in the agreement and supersedes all prior agreements, understandings, and commitments, whether oral or written.

9.5. 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.

9.6. 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.

9.7. 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.

9.8. 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.

9.9. 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.

9.10. Non-Discrimination And Non-Segregation: During the performance of this Agreement, both parties hereby agree to comply with all Federal, state, and local laws respecting non-discrimination in employment and non- segregation of facilities including, but not limited to requirements set out in 41 CFR 60-1.4, 60-250.4 and 60-741.4, which equal opportunity clauses are hereby incorporated by reference.

9.11. Tobacco-Free Workplace: When at SCCOE-owned or SCCOE--leased buildings, both parties hereby agree to comply with the Santa Clara County Office of Education's Policy 3513.3 which states: The County Board recognizes the health hazards associated with smoking and the use of tobacco products including the breathing of second-hand smoke, and desires to provide a healthy environment for students and staff. The County Board prohibits the use of tobacco products at any time in SCCOE-owned or leased buildings, on SCCOE property and in SCCOE vehicles.

9.12. Alcohol And Drug-Free Workplace: Both parties hereby certify under penalty of perjury under the laws of the State of California that School will comply with the requirements of the Drug-Free Workplace Act of 1990 (Government Code Section 8350 et. seq.), and the Santa Clara County Office of Education's Alcohol and Drug-Free Workplace Policy 4020.

10. Insurance/Hold Harmless

10.1 Insurance: The SCCOE and the Agency shall maintain a certificate of insurance in the Business Office of each respective office. The Agency shall maintain such general liability, property damage, workers' compensation, and auto insurance as is required to protect The Agency and SCCOE as their interests may appear. Certificates of Insurance will be made available to the SCCOE upon request.

The SCCOE does not provide Accident/Illness insurance for participants. Each student is responsible for providing their own coverage.

10.2 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.

11. 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.

12. Electronic Signatures/ Signatures

Unless otherwise prohibited by law or SCCOE policy, the Parties agree that an electronic copy of a signed agreement, or an electronically signed agreement, has the same force and legal effect as an agreement executed with an original ink signature. The term "electronic copy of a signed agreement" refers to a transmission by facsimile, electronic mail, or other electronic means of a copy of an original signed agreement in a portable document or other format. The term "electronically signed agreement" means an agreements that is executed by applying an electronic signature using technology approved by SCCOE.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Child Nutrition Services (School/Dept.) VENDOR NO. _____

Submitted by: Denisse Mendez

☐ **Independent Contract** ☑ **MOU**

☑ Master Contract

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: Loaves & Fishes Family Kitchen

Address: 1500 Berger Drive City: San Jose State: CA Zip: 95112

Phone: (408) 922-9085 Email Address: lauren@loavesfishes.org

SSN: _____ or Fed I.D. #: 77-0370874

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 1, 2024, and will diligently perform as required and complete performance by ~~August 1~~, 2026, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Distribution of fresh, nutritious, prepared meals and grocery items to the ARUSD community, including staff, families, and students.

Meal distribution services will be offered free of charge to participants and to the district. No eligibility requirements are necessary for our services.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ a. **Fee Rate:** $0.00 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:** $No Fee (describe rate agreement) MOU with no fee associated with contract

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5815	00	0000	3700	000000	480	7221	MASTER $0	7/30/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

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LOAVES & FISHES
FAMILY KITCHEN

About Loaves & Fishes Family Kitchen

Founded in 1980, the mission of Loaves & Fishes Family Kitchen is to provide hot and nutritious prepared meals, delivered and served to feed hungry and homeless families, children, seniors, veterans, students, and disabled individuals throughout our Bay Area community. All Are Welcome, No Questions Asked. Our vision is ambitious. We want to create as many avenues as possible to ensure that anyone in need of a meal in our community has access to nutritious and high-quality food. We provide all of our services free of charge to the community. Loaves & Fishes partners with 35 agency partner locations to recover nutritious meals and serve more than 45 nonprofit and community organization locations, including meal service sites, low-income senior retirement centers, community centers, shelters, transitional programs for the homeless, faith-based organizations, schools, and after-school programs. Loaves & Fishes operates two centralized kitchens in Morgan Hill and has a fleet of 12 trucks, including 8 specialized hot/cold temperature-controlled delivery trucks. Loaves & Fishes will provide over 1.9 million meals by the end of June 2024 and serve more than 250,000 individuals.

Memorandum of Understanding

The Parties to this Agreement are **Alum Rock Union School District** hereinafter called "Beneficiary" and **Loaves & Fishes Family Kitchen** herein after called "Provider."

Loaves & Fishes Family Kitchen, a non-profit organization dedicated to fighting hunger in the Bay Area by serving free, nutritious prepared meals to low-income families and individuals, agrees to assist the Beneficiary fulfill its mission.

At the Beneficiary located at the addresses below, but not limited to:

Russo/McEntee Academy
2851 Gay Ave.
San Jose, CA 95127

Lyndale Elementary School
13901 Nordyke Dr.
San Jose, CA 95127

Renaissance Academy at Fischer
1720 Hopkins Dr.
San Jose, CA 95122

Ryan STEAM Academy
1241 McGinness Ave.
San Jose, CA 95127

Aptitud Community Academy at Goss
2475 Van Winkle Ln.
San Jose, CA 95116

Participation in the program or service will be limited to clients/families of the above-listed site and will be presented **without charge** to the Beneficiary and clients served.

1. The agreement is effective from **July 1, 2024 – July 1, 2026** and will continue as follows:
   - The provider will provide fresh, nutritious meals to the beneficiary and clients served, as well as donated produce and grocery items as they are available.
   - Services will be scheduled between the Beneficiary coordinator, at the respective sites, and the Provider at times and dates that are agreeable for both.

2. Provider and Beneficiary mutually agree to hold in confidence all information obtained during the course of this agreement, including but not limited to information about employees and the clients served.

3. Beneficiary agrees to maintain records of the number of meals/lunches served and to provide this to the Provider, upon request.

4. Provider and Beneficiary hereby authorize videotape and photographs of the services or activities provided in connection with this agreement, and to publish such photographs, with or without descriptions of the activity, in news releases or promotional materials.

5. Beneficiary agrees to list Provider in partnership promotions, including those on their website or in social media, when applicable. All official listings must be in the following format:

- *Name only: Loaves & Fishes Family Kitchen*
- *Any website listing should include live hyperlinks to www.loavesfishes.org*

6. It is the express intention of the parties that Beneficiary is not an employee or agent of Provider. Nothing in this Agreement will be interpreted or construed as creating or establishing the relationship of employer and employee between Provider and Beneficiary. Without limiting the generality of the foregoing, both parties acknowledge that Beneficiary is not an employee for state or federal tax purposes. During the Term of this Agreement, except for any fees set forth in Paragraph 2 of this Agreement, Beneficiary will not receive from Provider any additional benefits or compensation, including but not limited to bonus, health, 401k, pension, or retirement benefits. Because Beneficiary is not an employee of Provider, Beneficiary will not be entitled to workers' compensation benefits under any Provider insurance policy in the event that Beneficiary suffers an injury while performing work for or on behalf of Provider. Beneficiary is solely responsible for the payment of any and all taxes associated with its activities; assumes exclusive responsibility and liability for the acts of its own employees and agents; and will not act or appear to act on behalf of Provider without written consent.

7. Beneficiary will select and will have full and complete control of and responsibility for his/her agents, employees, and subcontractors, if any, employed or used by Beneficiary. None of said agents, employees or subcontractors will be, or will be deemed to be, the agent, employee, or subcontractor of Provider for any purposes whatsoever, and Provider will have no duty, liability, or responsibility, of any kind, to or for the acts or omissions of Beneficiary or such agents, employees, or subcontractors or any of them. Beneficiary agrees to defend, indemnify and hold Provider harmless from and with respect to any and all claims of any kind based on any act or omission of the Beneficiary or Beneficiary's agents, employees, or subcontractors.

8. This Agreement does not create or imply the existence of an employer-employee relationship between the parties. Beneficiary is solely responsible for the payment of any and all taxes associated with its activities; assumes exclusive responsibility and liability for the acts of its own employees and agents; and shall not act or appear to act on behalf of Provider without written consent.

LOAVES & FISHES
FAMILY KITCHEN

9. Loaves & Fishes (Provider) agrees to the following:

- The Driver/Ambassador will distribute food to clients at the distribution site, along with parent or staff volunteers, and will don gloves and take temperatures of all food before distribution.
- Food will be maintained within Food Safe Temperature Zones (40℉ or below, or 140℉ or above) while in transport in our hybrid refrigerated/heated vehicles.
- All Food Safety protocols will be maintained while prepared meals and food donations are being transported from our kitchen facility to the school distribution site.
- The Provider agrees to supply volunteers with gloves and plastic bags for bagging meals or food donations for clients.

10. Distribution Site Partners (Beneficiary) Will Provide:

- Access to a parking location, where clients can safely stand in line near the truck.
- Tables for meal distribution.
- 1-4 parent or school staff volunteers to help facilitate the distribution of meals or food donations.
- Regular messaging to clients:
    - Description of the program and times/dates of distributions
    - Immediate refrigerated storage upon receipt of meals or food donations
    - Eat or freeze meals within 3-5 days of receipt
    - If meals are reheated, reheat to an internal temperature of 165F
- Regular communication with Loaves & Fishes staff about site schedules, any changes in delivery times or places, and any other details our staff should know.

11. Beneficiary will advise Provider if it is serving food to its program participants from any other source besides Provider. Provider assumes no liability for the safe handling, service or storage of any food items not specifically provided by Provider.

12. Should any client of Beneficiary become ill, or have any reaction to food served by Beneficiary, Beneficiary will conduct an internal investigation prior to contacting the Health Department, to determine the source of the food items identified as potentially causing said illness/reaction. If the food items involved were furnished by Provider, Beneficiary agrees to contact Provider immediately to ensure Provider can independently confirm they were the source of concern and gather all facts prior to communicating the incident with the Health Department.

13. Term

- This MOU shall remain in effect for two years from the date of final signature and is renewable thereafter by written, mutual agreement of the Parties.

- This MOU may be amended in writing by mutual agreement of the Parties or terminated by either Party upon thirty (30) days advance written notice.

14. Exchange of Information

- The Parties do not expect or anticipate that participation in this MOU will necessitate sharing or sending any information that is considered confidential or proprietary and agree that no such information will be exchanged. If this expectation changes, the Parties shall enter into a separate written non-disclosure agreement.

15. Meal distribution will not be provided on the following holidays due to Loaves & Fishes closure:

- New Years Day
- Martin Luther King Day
- President's Day
- Memorial Day
- Juneteenth
- Independence Day
- Labor Day
- Columbus Day/Indigenous People's Day
- Veterans Day
- The friday after Thanksgiving
- Christmas Day

The Parties agree that nothing in this MOU will be interpreted to restrict their rights to make public any information or results of their collaboration and cooperation hereunder.

Beneficiary
Signature and Date

Lauren Compitello 07 / 30 / 2024 Lauren Compitello

Loaves & Fishes Family Kitchen
Signature and Date

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. 015717

Submitted by: Jesus Araujo

☐ **Independent Contract** ☑ **MOU**

☐ Master Contract

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: Asian American for Community Involvement (AACI)

Address: 2400 Moorpark Ave Suit #300 City: San Jose State: CA Zip: 95128

Phone: (408) 975 2730 Email Address: Tung.Tran@aaci.org

SSN: _____ or Fed I.D. #: 94-2292491

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 8, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

AACI will provided Behavioral Health Services to student with full scope medi-cal at the designated sites. AACI's will provide the Friday Night programs rich in opportunities and support for the youth at Aptitud at Goss.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $_____ (describe rate agreement) No Cost to the District

010-0000-0-5815-00-0000-3130-000000-340-7221 7/31/24

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

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Memorandum of Understanding (MOU) Between
Asian Americans for Community Involvement (AACI)
&
Alum Rock Union School District

By this agreement made and entered into on this day August 9, of 2024 between Alum Rock Union School District (hereinafter referred to as ARUSD) and Asian Americans for Community Involvement (AACI) (hereinafter referred to as Provider), in consideration of their mutual covenants, the parties hereto agree as follows:

1. **DESCRIPTION OF SERVICES:** Asian Americans for Community Involvement (AACI) will provide the Friday Night Live Kids (FNLK) and Club Live (CL) to Aptitud Community Academy at Goss (hereinafter referred to ACA). The Friday Night (FNL), Club Live and FNL Kids mission is to build partnerships for positive and healthy youth development, engage youth in Social Emotional Learning (SEL) practices, and to engage youth as active leaders and resources in their communities. The primary goal of Friday Night is to form partnerships between young people and adults to provide programs rich in opportunities and support so young people will less likely engage in problem behaviors and more likely to achieve in school, attend higher education, and secure full-time jobs. Friday Night/Club Live's vision is to work hand-in-hand with young people so they are both problem free and fully prepared for their futures. Friday Night Live, Club Live, and Friday Night Live Kids programs support youth-driven school and community efforts. Engaging youth in creating change around issues that impact them benefits young people in supporting positive development and also benefits adults, organizations, and communities. Young people provide valuable insight, perspective, and experience and engaging them ensures that change being created is relevant to their lives.

YTI is a FREE alternative activities program that uses arts and media to promote healthy lifestyles, positive skill development, social emotional learning, storytelling, confidence building and advocacy. This program is offered to Santa Clara County residents ages 8-24. Our mission is to uplift youth and young adults' confidence and social emotional learning so that they can use these skills in their futures.

In addition, AACI will also provide individual therapy and case management services to students (clients) and their caregivers who have full scope Medi-cal insurance as their only insurance and who have requested mental health services through school staff or the county call center. Individual therapy and case management services will last until symptoms improve, counseling goals are met, client and caregiver disengage from services, or any other reason the clinician deems as appropriate for ending therapy services. AACI will also provide a 6-week group rehabilitation (group therapy or skills group) service at one school site at a time. Services will be for students (clients) who have only full scope Medi-cal insurance. Two or more AACI providers will be present during the group rehabilitation services. These groups will last 30-45 minutes. The theme of the group will be navigating emotions and communication through a culturally sensitive and competent approach to support the acclimation to new environments. The minimum amount of students in the group would be 4 and the maximum would be 8. Ages of group members will depend on which students (clients) are opened for the group services and the members will be put in age-specific groups if needed. The clients will be closed after the 6-week group, unless they want to continue with individual therapy services, in which case, an individual therapist will be assigned to them. AACI Clinicians will need a confidential space to perform services for clients for individual therapy and for the group rehabilitation.

A. PURPOSE OF MOU: To outline the services provided by AACI for ARUSD campuses (FNLK, CL, ACA, Adelante 1, Linda Vista, and LUCHA).

B. DUTIES OF PROVIDER: The Provider agrees to provide the following services, materials, and/or products: On-site and/or virtual Club Live services through capacity skill building training, assist youth in implementing projects that are designed to elicit community or neighborhood-wide norm or policy change, foster mental and emotional health and well-being, foster academic commitment and achievement, youth engagement in community service, social action activities, and advocacy for safe and healthy environments, collaboration with school staff, provide ongoing support services to student and families and referrals to community agencies as needed, on-site or telehealth individual therapy and case management services to the opened clients at the specific ARUSD campuses, and to provide group rehabilitation services to students (clients) who are enrolled to attend the group.

C. DISTRICT/SCHOOL OBLIGATIONS: For the period of this agreement, ARUSD shall provide the following: Provide physical space for Friday Night/Club Live services, digital space for virtual and online programming, student referrals, assistance for AACI staff to provide effective services and opportunities to staff about the referral process for teachers and staff, provide physical and confidential space for individual therapy and group rehabilitation services, coordination of care between school staff and AACI clinicians, Provided, however, the "assistance for AACI staff" shall not significantly impact the work-load of any ARUSD employee.

D. COMPENSATION: For the full performance of this agreement, ARUSD shall pay $0.00 to Provider. The Santa Clara County Department of Behavioral Health Services (BHS) has contracted with AACI for all program services outlined in section 1, Description of Services and Duties of Provider. ARUSD is therefore not responsible for any program related expenses incurred by the Provider unless the parties agree in advance.

E. PERIOD OF MOU: The Provider's work as specified in this agreement shall commence on **August 9, 2024** and shall be completed on or before **June 30, 2025.**

F. GENERAL TERMS AND CONDITIONS:

1. INDEMNIFICATION: The Provider agrees to indemnify, defend, and hold harmless ARUSD its officers, agents, employees, and volunteers from any claim of damage or loss to any students and/or employees of ARUSD, or other persons, firms, or corporations including those furnishing or supplying work, services, materials, or supplies, where the claim or loss is alleged to arise from the negligence or other culpable conduct of the Provider and/or any agent of the Provider (including any medical staff it supervises) in the performance of this agreement. The Provider's obligation to defend shall be triggered by its receipt of notice of such claim or loss.

2. NON-DISCRIMINATION: No discrimination shall be made in the employment of persons under this agreement because of the race, religion, sex, age, national origin, ancestry, political affiliations, disability, medical condition, marital status, or sexual orientation.

3. CONFLICT OF INTEREST: Before executing this agreement, the Provider shall disclose to the ARUSD identities of any board member, officer, or employee of ARUSD, or relatives thereof, who the provider knows will have financial interest resulting from this agreement.

4. LICENSE AND AUTHORITY: The Provider will maintain all necessary licenses during the term of agreement. If other than a natural person, Provider is duly authorized to enter into this agreement by its governing or controlling body. Evidence or copies of all necessary licenses must accompany this agreement.

5. EQUIPMENT AND FACILITIES: The Provider will provide all necessary equipment and facilities to render his/her services pursuant to this agreement, unless otherwise agreed to by the parties. The Provider alone shall be solely responsible for the pay and benefits and any other compensation for all medical personnel it provides.

6. USE OF ADDITIONAL WORKERS BY PROVIDER: The Provider may, at the Provider's own expense, employ additional workers or other Providers as necessary for the completion of this agreement and shall maintain workers' compensation insurance as required by state law. ARUSD shall not control, direct, or supervise the Provider's additional workers or Providers in the performance of those services. The Provider assumes full and sole responsibility for the payment of all compensation and expenses of these additional workers or Providers and for all state and federal income tax, unemployment insurance, social security, disability insurance, and other applicable withholdings. The Provider shall not hire employees of ARUSD for performance of this agreement.

7. ASSIGNMENT: Without the written consent of ARUSD this agreement is not assignable by the Provider.

8. SUCCESSORS AND ASSIGNS: This agreement shall be binding on the heirs, executors, administrators, successors, and assigns of the respective parties.

9. FINGERPRINTING AND CRIMINAL RECORDS CHECK: Provider shall comply with the provisions of Education code section 45125.1 regarding the submission of employee fingerprints with the California Department of justice and the completion of criminal background investigations of its employees. Provider shall not permit any employees to have any contact with District pupils until such time as Provider has verified in writing to ARUSD that such employee has not been convicted of a felony as defined in Education code 45125.1. Provider's responsibility shall extend to all employees, subcontractors and employees of subcontractors regardless of whether such individuals are paid or unpaid, concurrently employed by the district and/or acting as independent providers of the Provider. Verification of compliance with this section shall be provided in writing to ARUSD prior to the commencement of participation in the agreed project and prior to contact with students.

10. HEALTH EXAMINATION: No person shall be initially allowed to interact with students unless he/she has placed on file with the provider or district a certificate from a physician licensed under the Business and professions Code indicating that a tuberculosis examination within the past 60 days shows that he/she is free from active tuberculosis. The tuberculosis examination shall consist of an approved intradermal tuberculin test. An X-ray of the lungs shall be required only if the intradermal test is positive. (Education Code 49406)

11. APPLICABLE LAW: The validity of this agreement and any of its terms or provisions as well as the rights and duties of the parties hereunder shall be governed by the laws of the state of California.

12. CHANGES OR ALTERATIONS: No changes, alterations, or variations of any kind to this agreement are authorized without the written consent of ARUSD and Provider.

13. HEADINGS: All section headings contained herein are for clarification and convenience of reference only and are not intended to limit the scope of any provision of the agreement.

14. TERMINATION: The Provider and/or ARUSD may terminate this agreement upon thirty (30) days advance written notice and be relieved of the payment of any consideration to the Provider should the Provider fail to perform under this agreement. In the event of such termination, ARUSD may proceed with

the work in any manner deemed proper by ARUSD. The cost to ARUSD shall be deducted from any sum due the Provider under this agreement.

15. SEVERABILITY: In the event any portion of this agreement shall be held by a Court to be invalid, such holding shall not invalidate the remainder of this agreement.

16. AMBIGUITY: The language herein shall be construed as jointly proposed and jointly accepted, and in the event of any subsequent determination of ambiguity, all parties shall be treated as equally responsible for such ambiguity.

17. COPYRIGHT: Any written or electronic media product produced as a result of this contract shall be a work for hire and shall be the property of the Provider and ARUSD.

18. EXPENSES: The Provider shall be responsible for all costs and expenses incident to the performance of services for ARUSD, except as provided by this agreement, including but not limited to: all costs of equipment provided by the Provider; all fees, fines, licenses, bonds or taxes required of or imposed against the Provider; and all other of the Provider's costs of doing business.

19. 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 Provider certifies that no one who has or who will have any financial interest under this agreement is an officer or employee of ARUSD. Additionally, as the Contractor is not an ARUSD employee, ARUSD is not responsible for obtaining workers' compensation insurance coverage for the Contractor.

Attachment A
Aptitud Community Academy at Goss

Schools: Aptitud Community Academy at Goss

Service Provider/Agency: Asian Americans for Community Involvement

Agency Contact: Sarita Kohli,
President/CEO
Phone Number: 408-975-2730 ext. 106

Description of Services: Asian Americans for Community Involvement (AACI) will provide the Friday Night Live, Club Live, and Friday Night Live Kids programs to ARUSD. The Friday Night (FNL), Club Live and FNL Kids mission is to build partnerships for positive and healthy youth development and to engage youth as active leaders and resources in their communities by engaging youth in Social Emotional Learning (SEL). The primary goal of Friday Night is to form partnerships between young people and adults to provide programs rich in opportunities and support so young people will less likely engage in problem behaviors and more likely to achieve in school, attend higher education, and secure full-time jobs. Friday Night/Club Live's vision is to work hand-in-hand with young people so they are both problem free and fully prepared for their futures. Friday Night Live, Club Live, and Friday Night Live Kids programs support youth-driven school and community efforts. Engaging youth in creating change around issues that impact them benefits young people in supporting positive development and also benefits adults, organizations, and communities. Young people provide valuable insight, perspective, and experience and engaging them ensures that change being created is relevant to their lives.

Services Provided: AACI Friday Night Live youth programming through youth capacity building, skill training, and assisting youth in implementing projects that are designed to elicit community or neighborhood-wide, norm or policy change, foster mental and emotional health and well-being, foster academic commitment and achievement, youth engagement in community service, social action activities, and advocacy for safe and healthy environments, collaboration with school staff, and provide ongoing support services to student and families and referrals to community agencies as needed.

MOU/Contract: Yes No **Board/District Approved:** Yes No

Date Approved:

If yes, term of MOU/contract dates: **August 8, 2024** through **June 30, 2025**
(ATTACH COPY OF MOU/CONTRACT)
Contract cost to the District: $0.00
List names of agency staff on campus with or without MOU:

Joseph Rivera	Joseph.rivera@aaci.org	(408) 975-2730 ext. 283
Amanda Nguy	Amanda.Nguy@aaci.org	(408) 975-2730
America Bautista	America.bautista@aaci.org	(408) 975-2730 ext. 172
Jena Gonzales	Jena.gonzales@aaci.org	408-975-2730
Veronica Solorzano	Veronica.solorzano@aaci.org	408-975-2730
Houyee Chow	Houyee.chow@aaci.org	(408)-975-2730 ext. 407
Alexandra Velazquez	Alexandra.velazquez@aaci.org	(408)-975-2730 ext. 284

10.11

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: **August 8, 2024**

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.

Approved by: Minh Tang M.T. Title: Procurement Manager

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

To the Board of Trustees: Meeting: August 8, 2024
Regular Board Meeting

Recommend Approval

10.11
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

SCHOOL/ DEPARTMENT	DATE OF SERVICE	CONSULTANT NAME	COST	PURPOSE
Linda Vista ES Suzanne Cicala	08/09/2024- 06/30/2024	FranklinCovey Client Sales, Inc.	$16,000.00	FranklinCovey Education will provide professional development in person and through their online platform in order for Linda Vista to implement the Leader in Me process. Implementation of the process will deliver the following results: 1. Highly effective students and adults who are leaders in their school and community. 2. A high-trust school culture where every person's voice is heard and their potential is affirmed. 3. Engaged students who are equipped to achieve and entrusted to lead their own learning. Funding: Restricted
Russo/ McEntee Academy Tanu Kohli	8/13/2024- 06/06/2025	Playlosophy	$40,000.00	Playosophy will provide 1 coach on campus for Russo/McEntee during the school hours. Each class including 4 SDC classes will receive a 30-minute classroom game time weekly. Playosophy will also provide support before bell and during morning and lunch recess. All equipment will be provided. Funding: Restricted
Sylvia Cassell ES Alecia Kelley	09/16/2024	Dairy Council of California	No Cost	Mobile Dairy Classroom – Farm to School Program will offer free nutrition lesson plans. It will assist student comprehension of where food comes from and how to make healthy choices. This program will support approximately 270 K-5 grade students. Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Business Services Kolvira Chheng	07/01/2023- 06/03/2025	EMICS, Inc DBA: Informed K12	$18,111.00	Contract Extension: MY #249029, Board Approved May 11, 2023. Original Contract amount $77,711.00. New contract amount $95,822.00. Provide additional ALL Software/Service Package for 2024/2025 fiscal year. Funding: General
Business Services Kolvira Chheng	07/01/2024- 06/30/2025	SchoolWorks, Inc.	NTE $17,500.00	SchoolWorks will provide an updated demographic study with enrollment projections: District-wide enrollment projections meant to serve as a planning tool to help with both long and short-term planning; other factors-capacity utilization of existing factors, planning modernization, etc. Funding: General
Instructional Services Sandra Garcia	08/12/2024- 06/30/2025	Association of California School Administrators (ACSA)	$3,750.00 PER PARTICIPANT	The Association of California School Administrators (ACSA) will provide ongoing leadership coaching and training for Administrators. Funding: General
Instructional Services Sandra Garcia	08/09/2024- 06/30/2025	Bay Area Women's Sport Initiative (BAWSI)	MASTER NTE $10,000.00 PER SITE	BAWSI will provide during and afterschool fitness and confidence building programs for girls in grades 2-8 and students with disabilities. Programming includes leadership opportunities, confidence building, sports/fitness activities, and field trip opportunities to local colleges/universities. Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Instructional Services Sandra Garcia	08/09/2024- 06/30/2025	Teacher Created Materials, Inc. (TCM)	$55,000.00	Teacher Created Materials will provide a series of Professional Development Workshops. All professional development and coaching will allow educators to develop pedagogy, academic language strategies and differentiation strategies necessary to address the diverse needs of English Language Learners. Funding: Restricted
Instructional Services Sandra Garcia	08/09/2024- 06/30/2025	Savvas Learning Company, LLC (enVision)	$10,350.00	Savvas Learning Company LLC will provide 4 in-person professional development sessions for K-5 teachers to support enVision Mathematics core implementation of curricular resources provided with the license purchase. Funding: Restricted
Maintenance Ed Villarreal	08/09/2024- 06/30/2025	Security Alert Systems of California Inc.	$9,900.00	Security Alert Systems of California Inc. will assess all non-monitored Fire Alarm Systems and make recommendations and modifications to have all systems monitored. Once systems are upgraded, they will provide service and monitoring. The sites are as follows: Adelanted1, Aptitud @ Goss, Cassell ES, Chaves ES, Cureton ES, Lyndale ES, McCollam ES, Meyer ES, Ocala STEAM, Painter ES, Russo/McEntee, Sheppard MS, District Office, Social Emotional Learning (SEL) and Pre-Assessment Center (PAC). Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Maintenance Ed Villarreal	08/09/2024- 06/30/2025	Selway Constructions Inc.	$50,000.00	Selway Construction will provide small-scale construction, painting, installation, and repairs for facilities district-wide on an as needed basis. Funding: Restricted
Maintenance Ed Villarreal	08/09/2024- 06/30/2025	Sound and Signal Inc.	$15,000.00	Sound and Signal will provide proprietary Fire Alarm and Intercom Systems District-wide. Funding: Restricted
State and Federal Dr. Kiela Jimenez	08/09/2024- 06/30/2025	Language People Inc.	$35,000.00	Language People Inc. will provide additional interpretation and translation service in Spanish, Vietnamese and other languages on "as needed" basis to support/increase parent involvement in the Alum Rock Union School District. Funding: General
Student Services Dr. Imee Almazan	08/09/2024- 06/30/2025	The City Peace Project	MASTER	The City Peace will provide on campus support to students trouble adjusting with behavioral issues. May included academic, tutoring and ESL program as well as parental engagement. Funding: General
Student Services Dr. Imee Almazan	08/09/2024- 06/30/2025	The City Peace Project	MASTER	The City Peace will provide mentorship and tutoring to at risk 4th-8th grade students as well as parental engagement. Funding: General
Student Services Dr. Imee Almazan	08/09/2024- 06/30/2025	Sound Soulutions	MASTER	Sound Soulutions will provide 8 music therapy groups per series, 60 min each, 1 x a week for youth who struggle with traditional therapy open to any ARUSD middle schools who want to participate. They also offer presentations to parents, students and staff. Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Linda Vista (School/Dept.) VENDOR NO. _____

Submitted by: Suzanne Cicala, Principal

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: FranklinCovey Client Sales, Inc.

Address: 2200 West Parkway Blvd. City: Salt Lake City State: Utah Zip: 84119

Phone: (801) 817-1776 Email Address: pamela.creighton@franklincovey.com

SSN: _____ or Fed I.D. #: 87-0561601

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

FranklinCovey Education will provide professional development in person and through their online platform in order for Linda Vista to implement the Leader in Me process. Implementation of the process will deliver the following results: 1. Highly effective students and adults who are leaders in their school and community. 2. A high-trust school culture where every person's voice is heard and their potential is affirmed. 3. Engaged students who are equipped to achieve and entrusted to lead their own learning.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $ 16,000 (describe rate agreement) $5,500 Membership & Consulting Fee per year and $10,500 for professional development materials and classroom materials

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
060	3010	0	5815	00	1110	1000	000000	020	1190	$5,500	
060	3010	0	4300	00	1110	1000	000000	020	1190	$10,500	7/30/24
											7/30/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Docusign Envelope ID: E2A1CCE3-EB1F-4FC0-9BB9-0E7097FC8A8E

Leader in Me®

Leader in Me® Agreement

This Leader in Me Agreement ("Agreement") is entered into as of the date given below (the "Effective Date") by and between Franklin Covey Client Sales, Inc., whose address is 2200 West Parkway Blvd., Salt Lake City, Utah 84119 ("FranklinCovey"), and the following organization ("Client"):

Organization:	Linda Vista Elementary	**Contact Person:**	Suzanne Cicala
Address:	100 Kirk Avenue	**Telephone:**	(408) 928-7800
City, State, Zip:	San Jose, California 95127	**Email:**	suzanne.cicala@arusd.org

Details of Services and Materials

FranklinCovey shall provide Client the training, coaching, and materials (the "Services") to be included in the Leader in Me® network of Schools. Details of the Services are described in the following table:

Deliverable	Start Date	End Date	Invoice Date	Amount	Quantity	Total
Membership						
Membership Base	8/09/2024	8/08/2025	8/09/2024	$5,500.00	1	$5,500.00
Materials*						
7 Habits Signature 4.0 Participant Guide			Upon Delivery	$70.00	35	$2,450.00
7 Habits of Happy Kids: Book (Hardcover)			Upon Delivery	$10.25	20	$205.00
7 Habits of Happy Kids: 8 Poster Set			Upon Delivery	$40.00	20	$800.00
7 Habits of Happy Kids: Habit Tree Poster			Upon Delivery	$13.00	25	$325.00
Early Learning I Am a Leader: Student/Family Edition			Upon Delivery	$7.50	65	$487.50
Curriculum Companion Level K: Student Edition			Upon Delivery	$7.50	72	$540.00
Curriculum Companion Level 1: Student Edition			Upon Delivery	$7.50	72	$540.00
Curriculum Companion Level 2: Student Edition			Upon Delivery	$7.50	72	$540.00
Curriculum Companion Level 3: Student Edition			Upon Delivery	$7.50	72	$540.00
Curriculum Companion Level 4: Student Edition			Upon Delivery	$7.50	77	$577.50
Curriculum Companion Level 5: Student Edition			Upon Delivery	$7.50	77	$577.50
Early Learning I Am a Leader: Teacher Edition			Upon Delivery	$45.00	5	$225.00
Digital Curriculum Level K: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Digital Curriculum Level 1: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Digital Curriculum Level 2: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Digital Curriculum Level 3: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Digital Curriculum Level 4: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Digital Curriculum Level 5: Teacher Notes Print Edition			Upon Delivery	$45.00	3	$135.00
Shipping and Handling Estimate (Actual Invoiced)			Upon Delivery	$479.78	1	$479.78
Estimated Tax			Upon Delivery	$900.20	1	$900.20
				Total Investment		$15,497.48

*Participant materials, whether pre-packaged or downloaded electronically, are required for each work session participant.

Client may contact FranklinCovey via email or purchase order to purchase additional products and/or services, which shall be subject to the terms and conditions of this Agreement. If Client issues a purchase order and there is a conflict between the purchase order terms and this Agreement, this Agreement shall control. If this Agreement is executed by Client after the Invoice Dates above, FranklinCovey may adjust the Invoice Dates based on the Effective Date. Such change shall not affect the Total Investment.

IN WITNESS HEREOF, all Parties have executed the foregoing Agreement by their duly authorized representatives.

This Agreement is subject to credit approval by FranklinCovey's Credit Department.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Russo/McEntee Academy (School/Dept.) VENDOR NO. _____

Submitted by: Tanu Kohli

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: Khoa Nguyen, Playlosophy

Address: 380 Vista Roma Way City: San Jose State: CA Zip: 95136

Phone: (408)571-8939 Email Address: coachkhoanguyen@gmail.com

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 13, 2024, and will diligently perform as required and complete performance by June 6, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Playlosophy will provide 1 coach on campus for Russo/McEntee during the school hours.30 minute class sessions will be administered for every class on campus including SDC. Recess programs will be managed to support healthy recess culture. All equipment will be provided.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $40,000 (describe rate agreement) _____

based on 180 days of school

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
060	3010	0	5815	00	1110	1000	000000	320	1190	$10,000	7/29/24
~~101~~	0000		5815	00	1110	1000	000000	320	5000	$16,000	7/31/24
010 010	0000	0	5815	00	1110	1000	0800000	360	5272	14,000	8/1/24

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.

JWB 8/1/24

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Playlosophy

380 Vista Roma Way, Unit 306, San Jose, CA 95136

SCOPE OF WORK 2024-2025

Russo/McEntee Elementary (ARUSD)

START DATE: AUGUST 13TH, 2024
END DATE: JUNE 6TH, 2025

PROGRAM PRICE:
$40,000 TOTAL
(2 payments of $20,000)

1st PAYMENT DUE: AUGUST 13TH, 2024
2nd PAYMENT DUE: DECEMBER 19TH, 2024

If the stationed coach is absent with no provided substitute for 3 or more consecutive days, a daily $222 will be deducted/refunded from payment.
Apart from medical emergencies to Playlosophy and its agents.

CLASSES:

30 minute classes will be provided to every class on campus at Russo/McEntee. Includes SDC classes. Classes will be customized to grade levels and will engage students in active games and activities throughout the year. STAR (Socialization, Teamwork, Accountability, and Respect) is our curriculum. The lessons we plan with our games & activities will focus on these cores throughout the school year. Students will learn a variety skills both social and physical that will aid them in their development.

Class schedule will be coordinated with Russo/McEntee teachers by Playlosophy.
(Cancellations/Makeups)

RECESSES

Daily recess program will also be provided to Russo/McEntee.

10:00 AM - 10:50 AM (1st Recess)
10:50 AM - 12:55 PM (Lunch Recess)

1 Playlosophy coach will manage daily recess games and activities. We plan to bring our recess games to Russo/McEntee and deliver fun to all students during their recess times. Safety will be our priority. Fostering a positive recess recess culture will be our focus.

THANK YOU
KHOA NGUYEN, OWNER
408-373-7906 | PlaylosophyCA@gmail.com

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Sylvia Cassell Elementary School (School/Dept.) VENDOR NO. 18845

Submitted by: Alecia Kelley

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: Dairy Council of California

Address: 1418 N. Market Blvd. Suite 500 City: Sacramento State: CA Zip: 95834

Phone: (916) 263-3560 Email Address: broberts@dairycounilofCA.org

SSN: _____ or Fed I.D. #: 942-2850589

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 8, 2024, and will diligently perform as required and complete performance by ~~September 17~~, 2024, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Mobile Dairy Classroom- Farm to School Program will offer free nutrition lesson plans. It ~~will assist student comprehension of where food comes from and how to make healthy~~ choices. This program will support approximately 270 K-5 grade students.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $0.00 (describe rate agreement) NO COST

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	000000	200	7221	0.00	7/30/24
											7/30/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Memorable and interactive, the Mobile Dairy Classroom leaves a lasting impression!

This FREE outdoor, interactive assembly makes the connection between agriculture and food, with a focus on teaching where milk comes from. Six instructors, along with local California cows, tour the state throughout the school year with a passion for teaching agriculture's connection with our food supply. The original farm-to-school program, Mobile Dairy Classroom has reached tens of millions of California students since the 1930s.

How It Works

- **We bring the cow to you and your students!**
- **K-6 students participate in a 30-45 minute outdoor assembly where they learn about the anatomy of a cow, how milk goes from cow to refrigerator, and the agriculture technology used in processing milk.**
- **Lessons include agriculture's contribution to the food supply, the nutritional value of dairy foods and how dairy complements other foods to create a healthy diet.**
- **The assembly easily integrates into Language Arts, Math and Science lessons and supports standards.**

"The Mobile Dairy Classroom is our most requested program and it brings the farm to school by providing the students a chance to meet a cow face-to-face!"

Efrain Valenzuela, Manager Mobile Dairy Classroom



Did You Know?

The Mobile Dairy Classroom reaches more than 400,000 students each year and began nearly 80 years ago in Los Angeles.



Drink Local

Most milk goes from farm to school in just two days.

Milking It! Real Questions From the Kids



"You mean milk doesn't come from the store?"

"So how does the cow make chocolate milk?"

"How does the cow make eggs?"

"How do they make spicy cheese?"

Request a Mobile Dairy Classroom Assembly

HealthyEating.org/MDC

877.324.7901

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHANGE ORDER (POCO)

P.O. No. _____ Contract No. 249029

Original P.O Amount $_____ Contract Original Amount $77,711.00

Vendor Name: EMICS, Inc DBA: Informed K12 Vendor No. 300264

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
✔ Increase Amount Line Item No.: 1
_____ Decrease Amount Line Item No.: _____
✓ Add Line No.: 2
_____ 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	$77,711.00
Change Order #: 1	$18,111.00
Change Order #: _____	$_____
Change Order #: _____	$_____
New Contract Total (including Change Orders)	$95,822.00

Line #	FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SUB-OBJ 00	GOAL XXXX	FCTN XXXX	COST-CNTR XXXXXX	LOC XXX	PROG XXXX	$AMOUNT	BUS OFC	
1	010	0000	0	5846	00	0000	7700	000000	460	5040	$475	OD	8/1/24
2	010	0000	0	5815	00	0000	7700	000000	460	5040	$9,636.00	OD	8/1/24

Reason for Adjustment:
Original contract #249029 in the amount of $77,711.00 for the 2023/2024 FY. Rollover in FY for the 2024/2025 in the amount of $33,840.00. Additional All Software/Service Package for FY 2024/2025 in the amount of $18,111.00 .

School/Dept.: Business Services Requested by: P.Tovar c/o Kolvira Chheng

Approval: Kol S Assistant Superintendent of Business Services
(for Contracts Only)

_____ Director/Program Manager

_____ Procurement Manager

Date Requested: _____ 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.)

InformedK12

AGREEMENT FOR PRODUCTS AND SERVICES

The terms contained herein ("Agreement") constitute a binding agreement by and between Emics, Inc., d/b/a Informed K12, Inc. ("Informed K12"), and Alum Rock Unified School District ("Customer" or "District") signing up via this Agreement or any subsequent order form, purchase order or other similar document mutually agreed by the parties (collectively, each, an "Order Form"), and is effective as of 08/09/2024 (the "Effective Date").

1. Applicability Of This Master Agreement. This Agreement governs: (a) your rights to access and use software made available under a software-as-a-service ("SaaS") delivery model for a term ("Services"); (b) your rights to support and/or maintenance services which you purchase or are otherwise entitled to receive ("Support"); and (c) any professional consulting services ("Consulting Services").

2. Services.

   2.1. Service License Grant. Subject to the terms and conditions of this Agreement, Informed K12 hereby grants to District a limited, nonexclusive, non-transferable license to access and use the Service during the Term, solely by the number of forms as set forth on the applicable Order Form, solely for internal and non-commercial purposes, and in accordance with the platform Terms of Use. In the event of a conflict between the Terms of Use and this Agreement, the Agreement shall control. With respect to SaaS Services, District will receive, or Informed K12 will make available for District to receive, all applicable updates, application packs, and releases that Informed K12 makes generally available during the Term. Informed K12 reserves the right to discontinue any Service during the Term for any reason, but in such event Informed K12 will notify District and, as District's sole and exclusive remedy, Informed K12 shall provide a pro rata refund for any unused portion of the Services, as applicable.

   2.2. Services & Support. As mutually agreed by the parties on any Order Form or in a subsequent or concurrent written and executed Statement of Work ("SOW") to be attached hereto and made a part hereof, Informed K12 will also provide certain consulting services, support, or other similar professional services ("Consulting Services") in addition to the subscription Service. All Consulting Services will be paid in accordance with the applicable SOW. Overages may be charged for additional District usage beyond the applicable limitations.

3. Data and Security.

   3.1. Customer Data. Informed K12 acknowledges and agrees that District shall own all title to and ownership of the Customer Data. As used herein, "Customer Data" shall mean any proprietary raw data owned by District independent of this Agreement, which District may input into the Service or that Informed K12 may input into the Service on behalf of the District. Customer Data expressly excludes any aggregated and anonymized data to the extent processed by, or resulting as an output of, the Service, which shall be considered Informed K12 Data. District hereby grants to Informed K12 a limited, non-exclusive license, during the Term, to use the Customer Data within the Service in order to perform its obligations herein.

   3.2. Protection Of Personal Information and Data Security. Both parties agree to uphold their responsibilities under Applicable Data Privacy Laws, including but not limited to in the United States, the Family Educational Rights and Privacy Act, the Protection of Pupil Rights Amendment, the Children's Online Privacy Protection Act, and state laws such as the California Consumer Privacy Act and California Privacy Rights Act , as applicable. Informed K12 will implement commercially reasonable technical and organizational measures to ensure an appropriate level of security to protect District Data, including Personal Information, as described in the Informed K12 Privacy Policy.

4. Payment Terms. Unless specified otherwise in an additional Order Form or SOW, District shall pay to Informed K12 within 30 days from the Effective Date and in US dollars, the applicable subscription and other fees in the amounts and timing as specified in any Order Form or SOW, or both (the "Fees"). Informed K12 reserves the right to increase the Fees at the end of the Initial Term or during any Renewal Term, by up to a maximum of 5% annually, by delivering written notice to District.

5. Term; Termination. The term length shall be through 06/30/2025 (the "Initial Term"). After such initial term, this Agreement shall automatically be renewed for successive one-year renewal terms (each, a "Renewal Term" and together with the Initial Term, the "Term"), unless either party opts out by giving written notice to the other party at least 30 days prior to the end of the then current term. Either party may terminate this Agreement upon 30 days prior written notice if the other party has materially breached this Agreement and has not cured the same within the 30-day notice period. Upon any termination of this Agreement, (a) District shall promptly: (i) discontinue all use of the Service; (ii) download and store any necessary data retained on the Service; and (iii) certify in writing to Informed K12 that District has complied with these requirements; (b) Informed K12 shall disengage District's access to the Service, and (c) both parties shall within an agreed upon timeframe, or if no such timeframe exists, within 30 days, return to the other or destroy the other party's Confidential Information.

6. General Warranties.

6.1. By Informed K12. Informed K12 warrants to District that, during the Term, the Service shall operate in substantial conformity with the Documentation, and that the Consulting Services, if any, will be performed in a professional and workmanlike manner. The foregoing warranty shall not apply if the non-conformance is not replicable or results from third party systems or components used by District to access the Service, including any lack of interoperability with such third-party systems or components. Informed K12's sole liability and District's sole and exclusive remedy for any breach of the limited warranty set forth above shall be, in Informed K12's sole discretion, to (i) use commercially reasonable efforts to provide an error-correction or work-around for the reported nonconformity, or (ii) terminate this Agreement and refund to District that portion of any prepaid Fee associated with any unused balance of the Term. Informed K12 shall have no obligation with respect to a warranty claim unless notified of such claim promptly and within the Term. Without limiting the generality of the foregoing, Informed K12 is not responsible for end user error, errors in inputs or for errors in any Customer Data; Informed K12 does not independently verify the truthfulness or accuracy of any data or content input into the Service and is not responsible for the fraud, misrepresentation, negligence or misconduct of any end user or other third party. Services may be temporarily unavailable for scheduled maintenance or for unscheduled emergency maintenance, either by us or by third-party providers, or because of other causes beyond Informed K12's reasonable control.

6.2. By District. District warrants that: (a) District owns or has sufficient rights in and to the Customer Data and District's Authorized Users to use, and permit use of, the Services, including the representations and warranties made above in connection with Proprietary Rights and Personal Information, (b) District will comply with all Laws related to District's use of the Services; and (c) the person executing the Agreement or any Order Form has authority to accept such Order Form and the Agreement on behalf of the District. The person signing specifically has the authority to commit to the payment of fees for excess usage and excess storage, calculated in accordance with this agreement and any relevant order form.

7. Customer Indemnification Obligations. District shall indemnify and hold Informed K12 harmless from any costs, expenses, claims, liabilities, judgments, damages or losses, in each case arising out of (i) any breach by District of this Agreement, including any representation, warranty or obligation herein; (ii) the Customer Data or any other content, data or other materials input into the Service, or otherwise provided, by or on behalf of District; (iii) any actual or alleged non-compliance by District with applicable laws and regulations; or (iv) District's actual or alleged violation of third party privacy rights, including without limitation any breach of the scope of the license granted herein.

8. Confidential Information. Each party acknowledges that by reason of the relationship created between the parties by this Agreement, it may have access to certain non-public information of substantial value concerning the other party's business, operations, strategic plans, customers, users, suppliers, technology, competition and employees ("Confidential Information"), which value would be impaired if such Confidential Information were disclosed to third parties or used other than for purposes expressly authorized hereunder. Without limiting the foregoing, but for avoidance of doubt, the terms of this Agreement, and any performance, warranty and like information relating to the Service (by whomsoever generated or communicated) will be considered Confidential Information of Informed K12. Accordingly, each party agrees (a) to maintain all Confidential Information received from the other, in whatever form disclosed, in strict confidence, (b) not to disclose or otherwise make available such Confidential Information to any third party without the prior written consent of the disclosing party, and (c) not to use the Confidential Information of the other party except as required in the performance of its obligations or the exercise of its rights hereunder. The foregoing obligations shall not apply to Confidential Information of a disclosing party that, as can be reasonably demonstrated with admissible evidence by the receiving party: (i) is or becomes a matter of public knowledge though no action or omission of the receiving party; (ii) was rightfully in the receiving party's possession without restrictions on use or disclosure prior to its disclosure by the disclosing party; (iii) is rightfully obtained by the receiving party without an obligation of confidentiality from a third party who has no obligation of confidentiality, direct or indirect, to the disclosing party; (iv) is independently developed by the receiving party without reference to the disclosing party's Confidential Information; or (v) is required to be disclosed by a government authority, court or other authorized tribunal, and then only to the extent of such requirement and only after prompt notice of the requirement is given to the disclosing party.

9. General.

9.1. Notices. All notices required or permitted under this Agreement shall be in writing and shall be sent by email, hand, overnight courier or mailed by certified or registered mail, postage prepaid, return receipt requested. Notices shall be deemed delivered on the date of delivery, if delivery occurs within normal business hours or on the next business day if delivery occurs outside of normal business hours. All communications will be sent to the respective addresses set forth below or to such other address as may be designated by a party by giving written notice to the other party pursuant to this Section.

9.2. Assignment. District may not assign this Agreement or any of its licenses, rights or duties under this Agreement, whether by operation of law or otherwise, without the prior written consent of Informed K12. Subject to the previous sentence, the rights and liabilities of the parties hereto will bind and inure to the benefit of their respective successors and assignees. The Services shall at all times be hosted by or on behalf of Informed K12 on a server environment of its' choosing. Informed K12 reserves the right to change the server environment from time to time as it may deem fit, or outsource hosting or other aspects of the Service in its sole discretion, so long as the Service continues to comply with the express requirements of this Agreement.

9.3. Waiver. A waiver shall only be deemed to have been made if expressed in writing by the party granting such waiver and shall not be construed as a waiver of future performance of any such term.

9.4. Force Majeure. Neither party will be liable for any failure or delay in its performance under this Agreement (or the performance of or access to the Service), other than payment obligations, due to causes that are beyond its reasonable control, including, but not limited to, an act of God, act of civil or military authority, fire, epidemic, flood, earthquake, riot, war, terrorism, sabotage, and governmental action. The delayed party shall: (i) give the other party written notice of such cause promptly; and (ii) use its reasonable efforts to correct such failure or delay.

9.5. Entire Agreement; Construction. This Agreement and its Exhibits and Schedules, constitute the entire understanding between the parties, and supersede all prior discussions, representations, understandings, or agreements (including any pre-existing nondisclosure agreement, except as to its surviving terms and with respect to information disclosed under that agreement), whether oral or in writing, between the parties with respect to the subject matter of this Agreement. If any provision of this Agreement shall be held by a court of law of competent jurisdiction to be unenforceable, the remaining provisions shall remain in full force and effect and, to the extent allowed and practicable, the unenforceable provision shall be modified so as to be enforceable consistent with its original intent and economic effect. The headings and captions used in this Agreement are for convenience only, and shall not affect the interpretation of the provisions of this Agreement. The word "including" shall be construed non-exclusively, to mean "including but not limited to." The word "or" shall be construed inclusively, to mean that one or more of the options may occur. This Agreement and any amendment hereto may be executed in counterparts, each of which shall be deemed an original and both of which together shall constitute one instrument.

9.6. Governing Law and Jurisdiction; Attorneys' Fees. This Agreement shall be governed by and construed under the laws of the State of California without regard to conflict of laws provisions. The federal and state courts sitting in California shall have exclusive jurisdiction and venue to adjudicate any dispute arising out of this Agreement, and each party hereto expressly consents to the personal jurisdiction of such courts and waives any objection to venue, including the objection of forum non conveniens. The prevailing party in any action to enforce this Agreement will be entitled to recover its attorneys' fees and costs in connection with such action.

9.7. Modifications to Terms. Any modification or amendment to this Agreement must be in writing and signed by each party's authorized representatives. No terms in any purchase order or other document delivered by District shall be deemed to amend the terms of this Agreement and any such additional or inconsistent terms shall be deemed unacceptable to and rejected by Informed K12.

IN WITNESS WHEREOF, this Agreement has been executed below by the parties' duly authorized representatives effective as of the Effective Date first set forth above.

INFORMED K12

Signature: Jennifer Bundy

Print Name: Jennifer Bundy

Print Title: VP of Finance & Operations

Date: 07/24/2024

Notice Contact: Jennifer Bundy

Notice Address:
555 12th Street, Suite 1670
Oakland, CA 94607

Notice Email: accounting@informedk12.com

DISTRICT: Alum Rock Unified School District

Signature: _____

Print Name: _____

Print Title: _____

Date: _____

Notice Contact _____

Notice Address _____

_____

Notice Email _____

APPENDIX A: ORDER FORM

Our Mission

At Informed K12, we're on a mission to build the single best workflow platform for K12 schools. One system that supports all district forms and processes, from permission slips to personnel requisitions, significantly reducing cost from buying module after module and improving time training with one unified user experience.

Expected Outcomes

Accountability and internal reconciliation

- Transparency for where things are in delivering resources to sites
- Identify and remove bottlenecks in current processes

Access to information for Cabinet and Board

- Report on any data year over year for any form or workflow across our schools and departments

Visibly improved service to our community and personnel

- Fast online/mobile access to services and requests for students, parents, and staff
- Less waiting time and routine administrative work for teachers, principals, and district leaders
- Structured roll out of processes as included in the implementation package so sites and departments have enough interaction with the new system to learn quickly and see immediate results

Empowerment of district staff to manage their own processes

- Given approval of District Project Manager, enable your staff to create and maintain their own processes within licenses, with no additional cost for user seats

Project Team (to be determined prior to Confirmation Call) District

Executive Sponsor

- Status reports: Will receive reports on baseline success metrics and sign off on major priority and launch decisions

District Project Manager

- Convening Power: Schedules meetings with departments, responsible for Informed K12 announcements and training
- Decision making Power: Is or acts as an extension of Cabinet when making decisions about workflow design and rollout

Form owners are responsible for setup decisions and manage their department's workflows on a day to day basis

Informed K12 Implementation Lead

Key Meetings

Pre-Kick Off Call (District Executive Sponsor and District Project Manager): _____

Software Package

Number of Processes: District License (100 Processes)

Upgrading from 20-Pack Starter License to District License for a total of 100 Processes.

Cost: $ 24,688.75

License Cost for 11-Month Term, 8/9/2024 - 6/30/2025: $38,788.75 less credit of $14,100 for prior payment.

Annual License Cost: $42,315

Subscription Renewal Date: 07/01/2025

Pricing Expires: 08/31/2024

All software packages include:

- Unlimited Signatures interactive form fields, pre-filled data fields, conditional questions, and reusable templates to automatically collect, route, and track responses and approvals
- Unlimited District Staff User Accounts
- Admin Support
- End User Support
- Help Center Access
- Continuous upgrades and extensive browser and device support

Implementation Package

Implementation Package:	Number of Implemented Processes:	Cost: $ 9,636.00
Small	10	One-time cost for 10 form implementation.

Implementation Timeframe: 4 Months

Start Month*: August 2024

End Month*: November 2024

**If required documents are not prepared, Informed K12 may need to reschedule the implementation timeframe in order to serve other clients.*

All implementation service packages include:

- Named Implementation Manager
- One session of Form Manager Training
- One session of Leadership Training (workflow approvers)
- One session of Secretary Training (workflow facilitators)
- One session of the adoption program (1:1 outreach from Informed K12 support team to district form facilitators and approvers)

Implementation Terms:

District is responsible for completing the kickoff readiness process prior to starting implementation. In the event that District encounters delays in fulfilling the requisite steps of the kickoff process, the implementation timeline shall remain unaltered. Informed K12 may not be able to accommodate extended implementations due to rescheduling or other delays on the district side (ex: providing required documents or training dates).

District has the option to procure additional implementation time if desired.

In the event of a delay to implementation due to Informed K12 processes, District is responsible for escalating concerns about the delay to contracts@informedk12.com.

Other Service Packages

Package: Cost: $

ADDITIONAL PACKAGE/SERVICE DETAILS:

TOTAL COST DUE: $ 34,324.75

Taxes Not Included. The costs shown on this Order Form do not reflect applicable state and local taxes that may be added to the amounts shown at the time of invoicing.

Payment is due within 30 days of the execution of this Order form. For any billing questions, please email accounting@informedk12.com.

District requests that invoices be submitted to:

Contact Name:

Email:

I agree to the terms as described above, including the package description and the total cost and payment terms, and authorize the Informed K12 to initiate the Software and Services package per this Order form.

Authorized Signature: _____ Date Signed: _____

Printed Name: _____

APPENDIX B: DRAFT SCOPE OF WORK

PRIORITY LIST

PROCESS NAME	DEPARTMENT
TBD	

PROJECT LEAD NAME	PROJECT LEAD EMAIL
Kolvira Chheng	kolvira.chheng@arusd.org

FORM OWNER NAME(S)	FORM OWNER EMAIL(S)
Kolvira Chheng	kolvira.chheng@arusd.org
Teresa Decelles	teresa.decelles@arusd.org

CING

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	Current	District License	Unlimited License
Scope of work	20 processes	100 processes	Unlimited
Annually	$33,840	**$33,840** + $8,475 = $42,315	**$33,840** + $30,660 = $64,500
One-time implementation	-	**$9,636**	**$9,636**
First year Total	-	**$18,111k**	**$40,296**
Implemented Processes	-	10	10
Annual After First Year	-	**$42,315**	**$64,500**

5846

5815

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Business Services (School/Dept.) VENDOR NO. 300246

Submitted by: Kolvira Chheng

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: SchoolWorks, Inc

Address: 8700 Auburn Folsom Road #200 City: Granite Bay State: CA Zip: 95746

Phone: (916)733-0402 Email Address: Ken@SchoolWorksGIS.com

SSN: _____ or Fed I.D. #: 30-0008582

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on July 1, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Provide an updated Demographic Study w/Enrollment Projections; District-wide enrollment projections meant to serve as a planning tool to help with both long and short term planning; other factors-capacity utilization of existing factors, planning modernization, etc.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $$17,500.00 NTE (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	5815	00	0000	7200	000000	400	7200	$17,500.00	
											8/1/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Board of Trustees
Alum Rock Union Elementary School District
2930 Gay Ave.
San Jose, CA 95127-2322

Thank you for the opportunity to present this Proposal for the 2024/2025 Demographics and Enrollment Projection Service. SchoolWorks has worked with over 100 school districts on Demographics over the past three years. Many of these districts request an annual update each year.

Demographics and Enrollment Projections help establish guidelines designed to ensure the District's school facilities are able to accommodate and support its current and future enrollment. SchoolWorks provides a total comprehensive analysis. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long-term and short-term planning. Our services help identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction, and attendance boundary analysis or redistricting.

This report will include the anticipated growth in the Transitional Kindergarten (TK) Program to reflect the recent "TK for All" initiative which will allow a phased plan for all 4-year-olds to attend TK by next year. Planning ahead for the growth of the TK Program will help the District determine which sites will be the most impacted by the growth in TK and which sites are projected to have the largest TK population.

Proposal Includes:

- Collaborate with the District staff throughout the project
- Six-year district and individual school enrollment projections
- Attendance boundary demographics trend analysis
- Classroom utilization analysis
- New housing impacts & yield rate study
- Draft/Final documentation in electronic form
- Demographics and Enrollment Projection Service: **$11,000**

- Set up and one year maintenance of the web-based School Explorer with optional Trustee Boundary information: **$6,500**

SchoolWorks, Inc. is dedicated to developing trusting personal relationships with our clients. Our unique hands-on approach makes us more than just another facility planning consultant. Our goal is to become an extension of your staff. We value integrity and going that extra mile to make sure we provide the highest in quality service.

We would be honored to serve the **Alum Rock Union Elementary School District**. Thank you for your consideration and please do not hesitate to contact us if you have any questions.

Kindest Regards,

Ken Reynolds, President
916.771.4605
Ken@SchoolWorksGIS.com

Ryan Reynolds, DEP Project Manager
916.771.4614
Ryan@SchoolWorksGIS.com

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Company Profile

ABOUT SCHOOLWORKS, INC.

SchoolWorks, Inc., established in 2002 by founder and President Ken Reynolds, has a proud history of guiding California school districts through the complexities of school facility planning.

Our firm takes pride in focusing on the unique challenges facing California school districts today. We offer a wide range of services that provide the building blocks towards smart and successful facility planning.

SchoolWorks, Inc. provides services exclusively to California school districts, ranging in size from under 100 students to more than 600,000 students.

Our headquarters is located near Sacramento, providing easy access to CDE, SAB and OPSC.

At SchoolWorks, Inc. our mission is simple: Take pride in developing trusting personal relationships. Our unique hands-on approach makes us more than just another facility planning and demographics consultant. Our goal is to become an extension of your staff and community. We value integrity and going the extra mile to make sure we provide the highest in quality service.

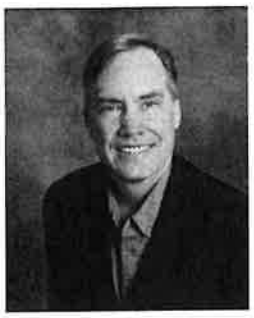
OUR SERVICES

- ✓ Demographics and Enrollment Projections
- ✓ State Building Program Assistance
  - Modernization
  - New Construction
  - Financial Hardship
  - CTE
- ✓ Developer Fee Studies
  - Level 1
  - Level 2
- ✓ Attendance Boundaries Studies
- ✓ Trustee Boundaries
- ✓ Web Based School Locator

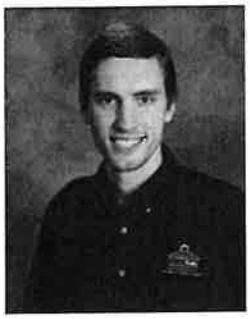
SchoolWorks, Inc. District Clients in Blue



PROJECT MANAGEMENT TEAM



Ken Reynolds – President



Ryan Reynolds – Division Manager
Demographics & Enrollment Projects

Administrative Support Staff – Demographics & Enrollment Projections



Jodi Grayem,
Office Manager



Alice Turney,
Accounting Manager

Other SchoolWorks, Inc. staff:

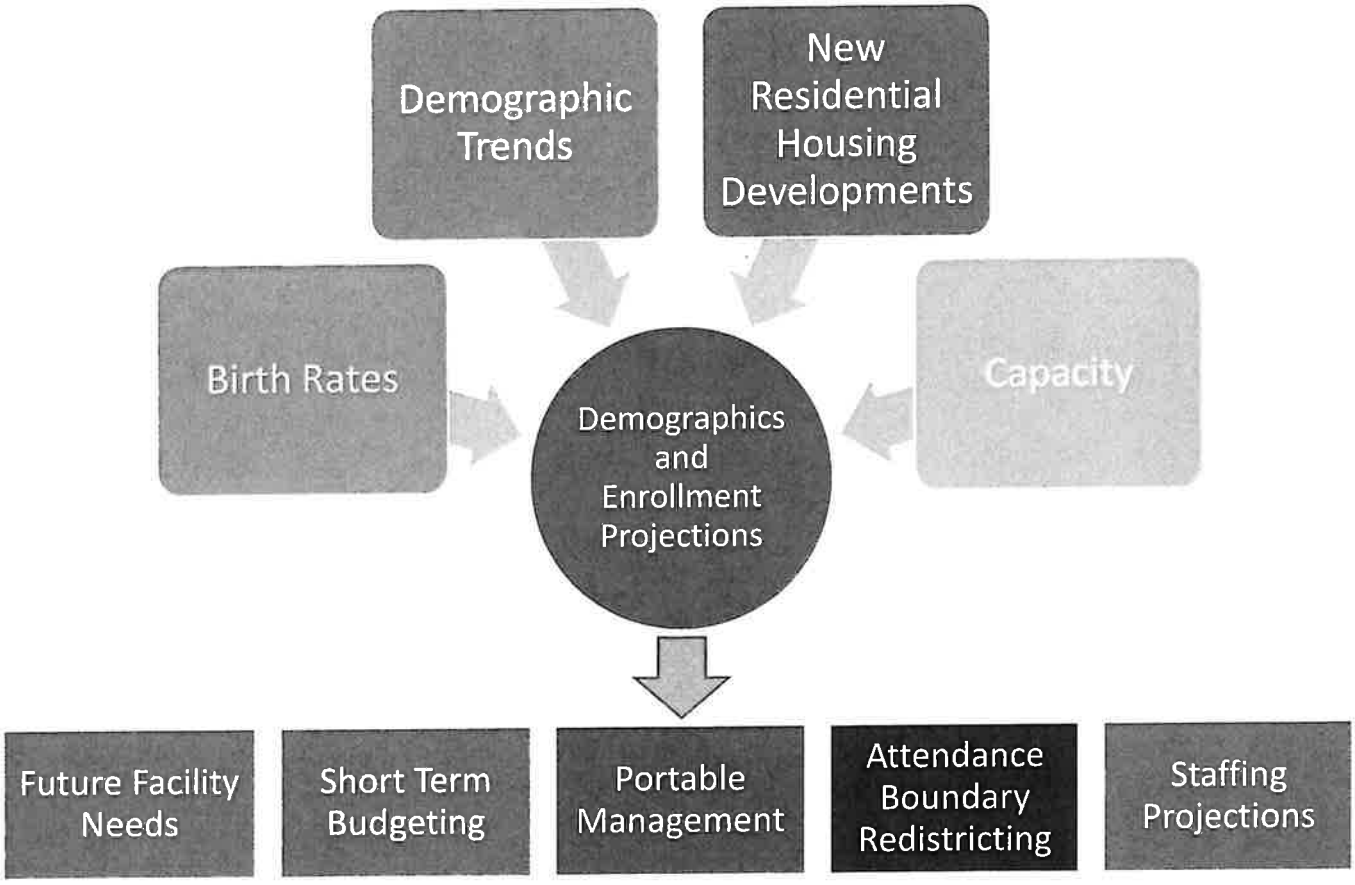
Kathy Reynolds – Associate Director/New Development Analyst
Owen Alvarez – Vice President/Eligibility and Funding
Rex Despain – Vice President/Marketing
Alexander Rutherford – Project Manager/State Building Program
Jacob Spivak – Director/Software Development & Technology

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Scope of Service

ENROLLMENT PROJECTIONS

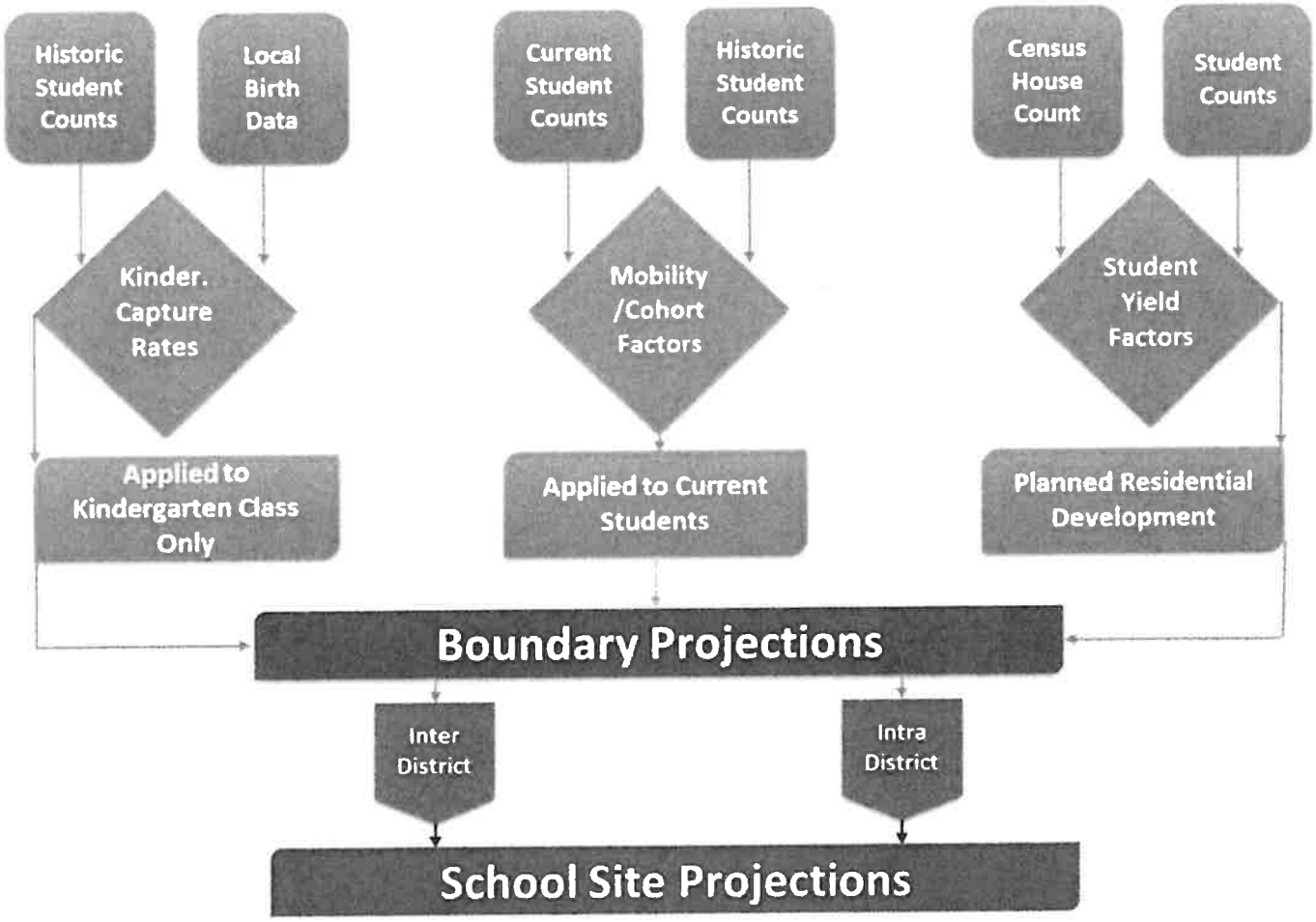
This Demographics and Enrollment Projections provides a comprehensive enrollment analysis. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates and housing development.



The study is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting.

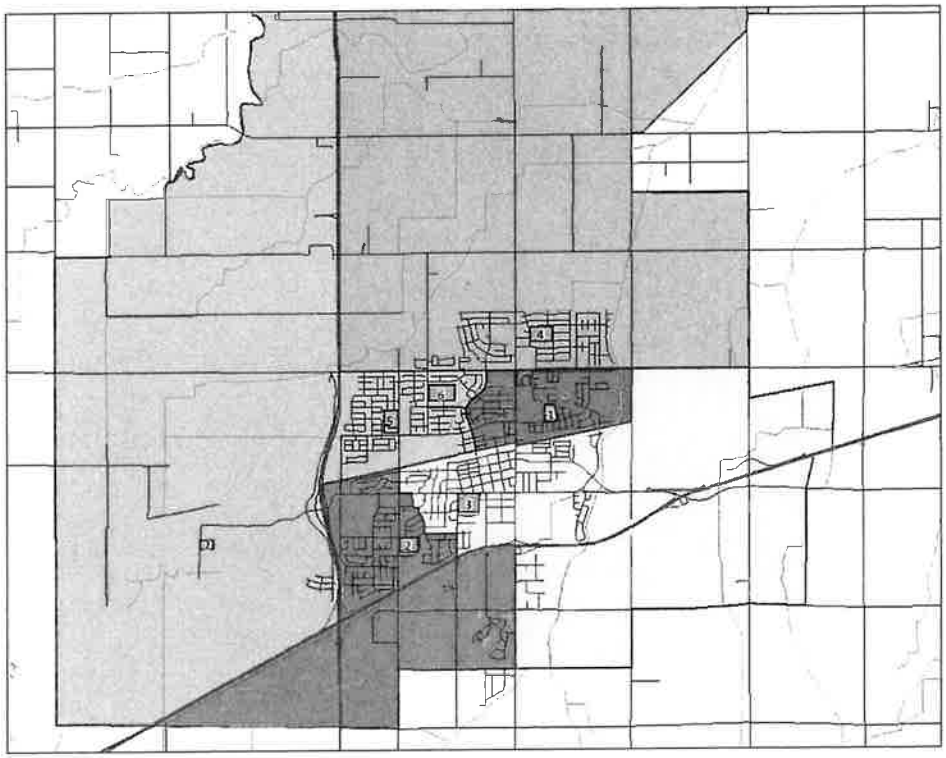
This study provides information based on the 2024/2025 District enrollments and programs, local planning policies and residential development. As these factors change and timelines are adjusted, the Demographic Study should be revised to reflect the most current information.

METHODOLOGY



The enrollment projections for each school are generated using a State standard weighted cohort trend analysis. The basic projections are created by studying the individual geographic areas. The school attendance base projections are created using the following procedures:

- **Neighborhood School Attendance Area Analysis:** Each school attendance boundary will be input into our GIS (Geographic Information Systems) Software. Students are counted in each of the attendance area boundaries based on their residential address and can be studied to view optimum and balanced utilizations. Attendance pattern maps for each individual boundary will analyze impacts of intra-district transfers from within the district boundary, as well as inter-district transfers from neighboring school districts.

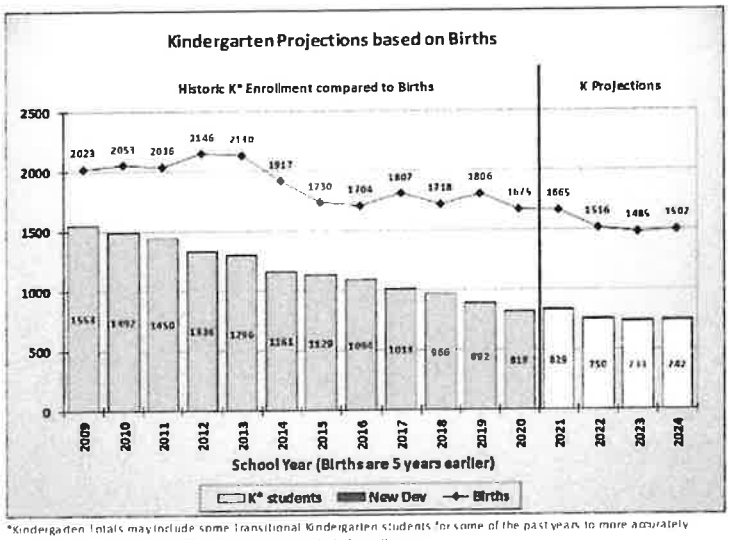


- **Inter-district** student counts are not included in the base geographic trend analysis since these students reside outside of the District. Therefore, the current number of students-per-school and students-per-grade are added to the base projections.

- **Intra-district** students are those who transfer from one school to another. The number of students transferring into and out of each school are calculated and used to determine the difference between the projections for students living in each attendance area versus those that are projected to attend the school.

- **Cohort Trend Analysis:** The number of students living in the boundary are used to generate the cohort factors. The weighted average of the three years is determined with the current year weighted 50%, the prior year 33.3% and the third year 16.7%. This gives the current trends more value in determining the projections. Those cohorts are then used to determine the students who will be residing in each attendance area for the following years.

- **Birth Rate Analysis:** Birth rates are used to project future kindergarten enrollment. It is assumed if the births indicate there was an increase of 4% one year, then there will be a corresponding 4% increase in the kindergarten class five years later.



*Kindergarden Totals may include some transitional Kindergarten students for some of the past years to more accurately correlate a 12 month period of births to a 12 month period of enrollment

- **Housing Development and Yield Rate Study:** New housing development can have a significant impact on future facility and demographic planning. A complete analysis of all current and future new housing developments will be researched by working with city, county and other local municipalities. A student yield rate analysis will also be conducted using the most current Census data. New housing development rates and yield factors are compared to the historical impact of development and if the future projections exceed the historical values, the projections are augmented accordingly.

- **"TK for All" Initiative:** The report will model the growth projected for Transitional Kindergarten in alignment with the recent "TK for All" initiative which follows a phased plan to allow all 4-year-olds to attend TK by 2025/26. This includes the assumption that TK will be offered at all sites that currently house K students. The expansion for TK enrollment is based on the following schedule:

  2024/25 – 9 months (Eligible)
  2025/26 – 12 months (Adds 3 months)

- **District Special Education and Alternative Programs:** The projections for special education students and alternative programs are created by assuming those programs typically serve a percentage of the total District population. Therefore, as the District grows or declines, the enrollment in those programs would increase or decrease accordingly.

- **Site Capacity and Utilization Analysis:** By reviewing current district loading standards and how many available classrooms are situated at each school site, we can determine which schools have room for growth, which schools are over-crowded or which school sites may need to be considered for boundary changes or grade level reconfiguration. The classroom counts may not represent the current classrooms being used, as there may be unused rooms on the school site. In some cases, there may be fewer classrooms counted than current teaching stations if some of the rooms being used were designed for other purposes but are currently being used as classrooms due to overcrowding. The purpose of the classroom count and capacity are to show what the school capacity should be if all teaching spaces are being used in accordance with the educational programs of the District.

School Facility Utilization

Elementary Schools	Net Classrooms	Net CR Capacity	2021/22 Current Enrollment	2027/28 Projected Enrollment	2021/22 Current Utilization	2027/28 Projected Utilization
Barrett Elem	22	575	364	385	63.3%	67.0%
El Toro Elem	22	568	441	529	77.6%	93.1%
Jackson Academy	24	655	616	672	94.0%	102.6%
Los Paseos Elem	23	599	456	478	76.1%	79.8%
Nordstrom Elem	27	706	577	629	81.7%	89.1%
Paradise Valley Elem	20	516	364	386	70.5%	74.8%
San Martin/Gwinn Elem	30	807	650	639	80.5%	79.2%
Walsh Elem	28	735	380	420	51.7%	57.1%
Sub-Totals	**196**	**5,161**	**3,848**	**4,138**	**74.6%**	**80.2%**
Middle Schools						
Britton Middle	39	1,131	657	586	58.1%	51.8%
Murphy Middle	29	841	645	538	76.7%	64.0%
Sub-Totals	**68**	**1,972**	**1,302**	**1,124**	**66.0%**	**57.0%**
High Schools						
Live Oak High	51	1,479	1,158	1,111	78.3%	75.1%
Sobrato High	57	1,653	1,544	1,337	93.4%	80.9%
Sub-Totals	**108**	**3,132**	**2,702**	**2,448**	**86.3%**	**78.2%**
Other Schools						
Central High	14	378	138	128		
Sub-Totals	**14**	**378**	**138**	**128**		
District Totals	**386**	**10,643**	**7,990**	**7,838**	**75.1%**	**73.6%**

- **School Explorer:** Attendance areas are defined as geographic boundaries around a school which include specific residential addresses. School Explorer is a web-based application intended to provide general information and assign neighborhood elementary, middle, and high schools based on a specific valid residential street address.

  School Explorer is intended to be used as a tool that provides school assignment information based upon a specific valid address. If you do not know the specific address, or if it cannot be found, just click anywhere on the map to find the schools for that neighborhood.

  The information provided by School Explorer is intended to only be used as a guideline and is not a final determination of school assignments. The accuracy of address mapping may vary and is not a guarantee. While our team makes every effort to ensure all search databases are up-to-date, the user should not assume results provided by School Explorer are a guarantee of placement at a particular school. It is recommended that final school placement determination be verified by a School District representative.

  SchoolWorks, Inc., will work with a district representative to ensure the correct attendance boundaries and school site information has been provided. If any School Board approved boundary change occurs, SchoolWorks, Inc., will promptly update the web-link to represent that change.

  Addresses and street maps are provided through a third party who has made substantial efforts to ensure the accuracy of the information. However, anomalies in street representation can and do occur. Any inconsistencies that are observed while using School Explorer should be reported to SchoolWorks, Inc., by a district representative via phone or email.

ADDITIONAL SERVICES

ON-CALL SERVICES

SchoolWorks, Inc. provides on-call services to all our clients. If you have questions about the number of students in a boundary, in a specific neighborhood, or within a certain radius, our staff is available on-call Monday through Friday 7am to 4pm to help answer those questions. We will make every attempt to answer within the same day. Some inquires may require an addendum to the contract.

HOURLY RATES

If you request a SchoolWorks representative on various projects or committee meetings beyond the Statement of Work in this proposal, the District will be billed an hourly rate of $185 per hour.

4

Pricing

STATEMENT OF WORK

SchoolWorks, Inc. is proposing a fixed fee for the basic services provided in this proposal. Optional services may be added. Changes in the scope of work can have impacts on the overall fee. If SchoolWorks, Inc. presence at meetings or additional services are requested beyond the scope of work, the District will be billed at $185 per hour, plus travel time and expenses or issued a new contract for those specific services.

DEMOGRAPHICS & ENROLLMENT PROJECTIONS	
• Geocode three years of student enrollment data – October 2022 - October 2024	
• Analyze student demographic trends	
• Six-year district enrollment projections	
• Enrollment projections for each individual school	
• Classroom utilization analysis	
• New housing impacts & yield rate study	
• One Virtual Board presentation	
Total Proposed Fee	**$11,000**

SCHOOL EXPLORER SCOPE OF WORK SERVICES	
• Set up and one year maintenance of the web-based School Explorer	
Total Proposed Fee	**$6,000**
OPTIONAL	**Additional Fee**
• Add Trustee Area Boundary Layer	$500

Alum Rock Union Elementary School District may retain SchoolWorks, Inc., to continue providing School Explorer services by signing an annual service contract at the end of the terms outlined in this proposal.

ANNUAL SERVICE CONTRACT (Fiscal Year)	YEARLY FEE
• Annual Service Contract for continued use of School Explorer with technical support	$1,200

PROJECT TIMELINE

The proposed timeline for completion and delivery of the project is TWO (2) months from the time the SchoolWorks, Inc. team is able to collect the appropriate information. A project RFI will be submitted to the District upon signing of this agreement. A schedule is intended to be a flexible timeline and will be adjusted accordingly, depending on coordination of schedules and efficient data collection. It is our goal to complete this project under the TWO (2) month window. The schedule is generated through a team effort involving District Administration and SchoolWorks, Inc.

5

Agreement

PROFESSIONAL SERVICES AGREEMENT

DEMOGRAPHICS & ENROLLMENT PROJECTIONS

Alum Rock Union Elementary School District
2930 Gay Ave.
San Jose, CA 95127-2322

and

SchoolWorks, Inc.
8700 Auburn Folsom Road #200
Granite Bay, CA 95746
Telephone: (916)733-0402

THIS AGREEMENT, is made by and between SchoolWorks, Inc. (hereinafter referred to as "SCHOOLWORKS") and Alum Rock Union Elementary School District, (hereinafter referred to as "the DISTRICT")

WHEREAS, the DISTRICT is authorized to retain consulting services to assist the DISTRICT in updating demographics and enrollment projections.

SCOPE OF SERVICES

SCHOOLWORKS will provide the DISTRICT a Demographics and Enrollment Projections. The district-wide and school-specific enrollment projections are meant to serve as a planning tool to help with both long-and short-term planning. Demographic Studies examine the factors that influence school enrollments, namely trends in demographics, birth rates and housing development. It is also used as a tool to identify certain facility planning requirements such as capacity utilization of existing facilities, planning for modernization or new construction and attendance boundary redistricting. This study provides information based on the 2024/2025 District enrollments and programs, local planning policies and residential development

AGREEMENT PERIOD

The agreement period: 2024-2025 fiscal year.

OBLIGATIONS OF THE DISTRICT

DISTRICT agrees that it's employees will cooperate with SCHOOLWORKS and be available for scheduled consultations and meetings at reasonable times.

DISTRICT shall provide data which is required or requested by SCHOOLWORKS. All data and records, including student information will remain confidential.
DISTRICT will assist SCHOOLWORKS in obtaining data from public municipalities or agencies or private citizen groups whenever such data is necessary for completion of the work outlined in this agreement.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Instructional Services (School/Dept.) VENDOR NO. _____

PROGRAM MANAGER: 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: Association of California School Administrators (ACSA)

   Address: 1029 J Street #500 City: Sacramento State: CA Zip: 95814

   Phone: (916) 607-7895 Email Address: jcash@acsa.org

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date August 12, 2024 end date June 30, 2025

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 Association of California School Administrators (ACSA) will provide on-going leadership coaching and training for Administrators: Year 1: J. Sylvester, G. Nierra, K. White and R. Michel, Year 2: J. Doherty, I. Charest, E. McChristian, C. Johston-Abril, L.Brown, & J. Cortez for the 24.25 School 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:** $_____ (describe rate agreement) Coaching services for Administrators. Program Fee is $3,750 for each participant.

5. **BUDGET CODE:**

FUND	DEPARTMENT	PROG/COUNTER	OBJECT	$ AMOUNT	PROG. TITLE	BUS OFC
010-0	000-0-5815-00	00-1110-1000	000000	37,500	305-5020	

8/4/24

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

ASSOCIATION OF CALIFORNIA SCHOOL ADMINISTRATORS (ACSA)
COACHING SERVICES AGREEMENT

This contract is to verify that **Alum Rock Union School District** has agreed to allow the Association of California School Administrators (ACSA) provide Clear Administrative Credential Services and/or Coaching Services for the personnel listed in Exhibit A.

PROGRAM: ACSA Clear Credential Services

ACADEMIC YEARS: 2024-2025 PROGRAM #: 3106

CONDITIONS OF AGREEMENT

Services for CACP Candidates are to include:

1. Clear Administrative Credential Program (CACP) Services
2. Coaching provided by a trained ACSA Leadership Coach
3. On-site job embedded, individualized, and confidential coaching services
4. Between three (3) and six (6) hours per month of coaching documented in Collaborative Coaching Logs
5. Goal oriented coaching supported by a detailed action plan
6. Additional phone and email access to coach, as needed by candidate
7. Coaching outcomes founded upon the California Professional Standards for Education Leaders (CPSEL)
8. Progress monitoring towards CACP outcomes and candidate completion
9. Collaborative candidate assessments: initial, formative, benchmark, and summative
10. Candidate documentation in online Learning Management System
11. Upon successful completion of program requirements, candidate is recommended for Clear Administrative Services Credential

CONTRACT DETAILS – ONE YEAR OF COACHING SERVICES

Charges for Coaching for academic years of: 2024-2025

ACSA NorCal/Central Regional Placement Coordinator: **Dr. Phil Pendley**

Services to be provided at: Times and location to be determined by the Coach and Candidate/Coaching Recipient.

Alum Rock Union School District responsibilities:

Notify ACSA if any of the following conditions apply:

- Credential candidate changes schools or positions
- Credential candidate is no longer employed in an administrative position
- Credential candidate takes a Leave of Absence

One Year of Clear Administrative Credential (CACP) Coach Services:

- Coach Services for one year per candidate = **$3,750.00**
  9 Candidates per Exhibit A (attached)
- Total for this contract =**$33,750.00**
- Due and payable 30 days after execution of this Agreement.

Payment Information:

Make check payable to Association for California School Administrators

Mail to: ACSA, 1029 J Street, Suite 500, Sacramento, CA 95814, Attn: Clear Credential Contracted

Time Period: July 1, 2024 to June 30, 2025

By signing below, the representatives for **ACSA and Alum Rock Union School District** agree to and understand the Coaching Services Agreement conditions listed above.

Tamerin Tooker
Tamerin Tooker (Jul 29, 2024 15:32 PDT)

Tamerin Tooker, Ed.D.
ACSA Credentialing & Coaching Program Director

Jul 29, 2024
Date

Emmanuel Barbara, Interim Superintendent
Alum Rock Union School District

Date

3108 Alum Rock Credential Candidates - 24-25

Final Audit Report 2024-07-29

Created:	2024-07-29
By:	Julia Cash (jcash@acsa.org)
Status:	Signed
Transaction ID:	CBJCHBCAABAAhYsZBfjBk14ZnZdhRlWqd91EGp2Ji327

"3108 Alum Rock Credential Candidates - 24-25" History

Document created by Julia Cash (jcash@acsa.org)
2024-07-29 - 10:27:24 PM GMT

Document emailed to ttooker@acsa.org for signature
2024-07-29 - 10:28:14 PM GMT

Email viewed by ttooker@acsa.org
2024-07-29 - 10:29:21 PM GMT

Signer ttooker@acsa.org entered name at signing as Tamerin Tooker
2024-07-29 - 10:32:16 PM GMT

Document e-signed by Tamerin Tooker (ttooker@acsa.org)
Signature Date: 2024-07-29 - 10:32:18 PM GMT - Time Source: server

Agreement completed.
2024-07-29 - 10:32:18 PM GMT

Exhibit A

ACSA 2024-2025

Status of Certificate of Eligibility, Preliminary Admin Credential/Clear Admin Credential

Year 1				
Name	Position	Location	Credential	NOTES
Jasmin Sylvester	Assistant Principal	Aptitud	Preliminary Admin Credential	***24-25 Year 1*** Robert Mistele
Geinah Nierra	Coordinator	Special Education Dept.	Preliminary Admin Credential	***24-25 Year 1*** TBD
Kelsey White	Principal	Dorsa	SCCOE Preliminary Admin Credential	***24-25 Year 1*** Brian Schmaedick
Rene Michel	Asst. Principal	Linda Vista	***Passed, we will update shortly.***	***24-25 Year 1*** TBD
***In order to get into the ACSA Clear Credential Program, individuals must have on file with the CTC either the Preliminary Clear Credential or Certificate of Eligibility. Also, there is a financial obligation for the program. Please note the priority of assigned coaches are to the 4 individuals listed above.**				
YEAR 2				
Name	Position	Location	Credential or Certificate	NOTES
Jennifer Doherty	*Principal*	*Sheppard*	Preliminary Admin Credential on file	*23-24 year 1* ***24-25 Year 2*** Brian Schmaedick
Iris Charest	*Principal*	*San Antonio*	Preliminary Admin Credential on file	*23-24 year 1* ***24-25 Year 2*** Brian Schmaedick
Emily McChristian	VAPA Coordinator	Academic Services	Preliminary Admin Credential on file	23-24 year 1 ***24-25 Year 2*** Phyllis Rogers
Clarissa Jonston-Abril	Principal	Ryan	Preliminary Admin Credential on file	23-24 Year 1 ***24-25 Year 2*** Brian Schmaedick
La Toya Brown	Assistant Principal	Aptitud	Preliminary Admin Credential on file	23-24 Year 1 ***24-25 Year 2*** Phyllis Rodgers
Jose Cortez _ **Winter 22-23** PAID in Full	Principal	Adelante II	Preliminary Admin Credential on file	**Will finish Dec 2024** Greta Salmi

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Academic Services (School/Dept.) VENDOR NO. _____

Submitted by: Emily McChristian

☑ **Independent Contract** ☐ **MOU**

☑ Master Contract

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 Area Women's Sport Initiative (BAWSI)

Address: 2635 N. First Street. Suite 149 City: San Jose State: CA Zip: 95134

Phone: (408) 247-2544 Email Address: courtney@bawsi.org

SSN: _____ or Fed I.D. #: 55-0897084

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

BAWSI will provide during and afterschool fitness and confidence building programs for girls in grades 2-8 and students with disabilities. Programming includes leadership opportunities, confidence building, sports/fitness activities, and field trip opportunities to local colleges/universities.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $ MASTER (describe rate agreement) Not to exceed $10,000 per site

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	000000	310	7221	MASTER	2/3/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

BAWSI
BAY AREA WOMEN'S SPORTS INITIATIVE

Active Lives. Empowered Futures.

Bay Area Women's Sports Initiative (BAWSI) Programs – Scope of Work – ARUSD SY 24-25

BAWSI's Mission, as a nonprofit organization, is to mobilize the women's sports community to engage, inspire and empower girls in under-resourced neighborhoods and children with disabilities.

BAWSI Girls is a free afterschool fitness, sports, and confidence building program for 2nd-5th grade girls to help transform the health and wellness of our participants by providing mentoring and leadership opportunities, introducing the foundations of sport, sports activities and engaging in confidence building activities.

- BAWSI Girls will accept up to 65 girls and will meet afterschool for 8 sessions in the Fall and another 8 sessions in Spring.
- Each session is 1 hour 15 min for all 2nd-5th grade girls with an additional 15-minute leadership session for participating 5th graders at the end each session.
- Stations will focus on goal setting, teamwork, healthy competition in sport, sports specific skills, and leadership development
- Includes an opportunity for the girls to participate in /attend a field trip to a local university or college to watch a women's collegiate sporting event and participate in a sports clinic at the university / college
- Schools are responsible for reserving buses and organizing school chaperones

BAWSI Rollers is a free fitness and confidence building program for children with disabilities. Our goal is to introduce students with disabilities to adaptive physical activity in a fun and accessible way, while reinforcing lessons such as teamwork, leadership, cooperation, etc.

- BAWSI Rollers works directly with lead SDC teachers and requires a minimum of one teacher per class be present during every session.
- There will be 8 sessions in the Fall and another 8 sessions in the spring
- Each session will be 1 hour in duration

BAWSI Middle School is an enrichment and sport program for girls in 6th-8th grade. Our goal is to provide: leadership opportunities, confidence building activities, skills-building around the sports offered at the school; and to support the interest in and participation with school sports and sport / physical activity participation in general.

- The middle school program will engage all 6th-8th grade girls.
- This sport and leadership program will take place both during school hours and after school hours.
- There will be a focus on leadership development, introduction to and skill development for a variety of sports offered through the school, BAWSI partners, and BAWSI programming.
- There will be an opportunity for the girls to participate in and attend a field trip to a local university or college to tour the campus, participate in activities and meet collegiate athletes.
- There will be an opportunity for the girls to participate in and attend a field trip to local corporate or other employment community partner, tour the facilities, learn about the corporation / employer, and hear from leaders and employees of all levels and departments.
- Schools are responsible for reserving buses and organizing school chaperones
- Total Cost - Maximum budget of $10k to cover cost of BAWSI on-site coach and bus for the field trips

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Academic Services (School/Dept.) VENDOR NO. _____

Submitted by: Yeny Rosales

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: Teacher Created Materials, Inc. (TCM)

Address: 5301 Oceanus Drive City: Huntington Beach State: CA Zip: 92649

Phone: (714) 721-8039 Email Address: tcmlegal@tcmpub.com

SSN: _____ or Fed I.D. #: 33-0004235

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Teacher Created Materials will provide a series of Professional Development Workshops. All professional development and coaching will allow educators to develop pedagogy, academic language strategies and differentiation strategies necessary to address the diverse needs of English Language Learners.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $55,000.00 (describe rate agreement) _____

LMB 7/31/24

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
060	4035	0	5815	00	1110	1000	000000	305	1461	$55,000.00	7/29/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Overview of Menu of PD Options to Support Teachers of Multilingual Learners

In an effort to support Alum Rock USD's teachers of multilingual learners, TCM respectfully proposes the following menu of professional development topics. The standards- and research-based professional development model to support educators of multilingual students will develop the pedagogy, academic language strategies, and differentiation strategies necessary to address the diverse needs of English language learners, including newcomers and long-term English language learners.

*Any topic with the following keynote symbol may be delivered by a Shell Education or Free Spirit Publishing author.

SESSION TITLE	SESSION DESCRIPTION	TARGET GRADE LEVELS
Supporting Newcomers in the Secondary Classroom and Beyond	Newcomers are students who have recently arrived in the U.S. from another country. Often our newcomers have fled traumatic situations in their home countries. And many are just beginning their journey towards learning English. Newcomers also bring a wealth of experiences and assets to our classrooms. Based on their unique circumstances, newcomers require special consideration and support. In this session, we will share stories of newcomers' journeys and discuss tips and strategies for supporting them (and their families) in the classroom and beyond.	6-12

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Finding Joy in Integrated ELD for Secondary Content Teachers	All students are academic language learners. This session highlights the shared responsibility that all teachers have for supporting both content and language development in the classroom across content areas AND that we can find joy and have some fun while doing so. To start, we will dispel some common myths. Then, we will discuss a little bit of the theory behind how languages are learned by emphasizing what students CAN do at different levels of proficiency. Throughout the session we will engage in hands-on activities that model key strategies that you can implement in your classrooms to support English learners and ALL of your students.	6-12
Talk Moves: Promoting Academic Discourse for English Learners at the Secondary Level	All students are academic language learners. However, students who are identified as English learners often need additional support for engaging in academic discourse. This workshop addresses the importance of providing intentional "talk moves" to support their successful participation in school-based dialogue. Participants will see this strategy in action through classroom videos, engage in fun, interactive activities, and walk away with tools and resources that they can implement right away.	K-2 3-5 6-12
Unpacking...More like gift wrapping! Learn how to wrap your ELD standards with some shine!	Unpacking the CA ELD standards...from standards to clear implementation in a blink of an eye! Learn how to unpack CA ELD standards while creating engaging lesson plans that shine with rigor. New or experienced, this workshop will challenge your instruction. As a result, you will provide meaningful support/gifts to all of your EL students.	6-12

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Alum Rock School District • PD Options for ELD Teacher Support

Make integrated ELD as easy as breathing!	Integrated ELD for secondary teachers: Being intentional with integrated ELD is essential, but it does not have to be another thing you need to check off a list. Learn how to easily integrate ELD practices into your everyday instruction by following four principles: elicit, engage, expand, and enjoy! These four Es will make it easy for you and your EL students to master academic English and beyond! So, take a deep breath and let's get started!	6-12
Turn the Beat Around! Love to See the Writing! Turn it Upside Down!	Love to see your ELs writing? Turn "Writing is the worst!" statements into "When is our next essay!" We are excited to present interactive writing templates to encourage EL writers to break out of their writing comfort zone! Soon you will see pencils and keyboards movin' to the nitty gritty!	5-12
6 Steps to Support English Language Development for EL's in Secondary	A training geared towards teachers in secondary working with English Learners. Discover research-based strategies to support secondary students English Language Development in all content areas.	6-12
Integrated ELD: Building a Culture of Inquiry through Strategic Questioning	Students who are multilingual learners need opportunities to process and discuss content within each discipline. Effective culturally responsive educators create conditions where all students can take risks and plan strategic questions to scaffold the learning experience. As a result, multilingual learners enjoy academic success as they develop their conceptual understanding and ability to think critically about content. Teacher outcomes of this session include (1) creating a safe zone for inquiry, (2) establishing protocols for questioning, and (3) identifying strategic questions that will scaffold a learning experience.	K-5 6-8 9-12

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Integrated ELD Strategies: Connecting Content and Language	This interactive session will include a brief description of the essential components of Integrated ELD instruction and then engage educators in specific instructional techniques. A specific strategy from each of five categories: academic language, comprehensible input, comprehensible output, listening and reading comprehension and academic writing will be experienced at the appropriate targeted grade level range. Participants will also discuss and reflect upon each activity to apply it to their own content area and student needs. Teachers will walk away with effective ELD ideas to use with their students the very next day!	TK-2 3-5 6-8 9-12
Vocabulary Development with ELD Students	An important key to helping English language learners (ELLs) and their classmates succeed in the classroom is the mastery of academic language and vocabulary. In this session we will cover academic language, language acquisition, speaking & listening skills, teaching vocabulary and using cognates to succeed with the mastery of academic language and vocabulary.	TK-12

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Created by Teachers for Teachers and Students

Teacher Created Materials
5301 Oceanus Drive
Huntington Beach, CA 92649

7/12/2024

Proposal #: TCM-00091289

Item #	Title	Qty	Unit Price	Ext Price
131573	Paid Professional Learning (workshop, in-person)	10	$5,500.00	$55,000.00

Total:	$55,000.00

Paul Gomez
Sales Consultant
Teacher Created Materials
Direct Line: 714-721-8039
Email: paul.gomez@tcmpub.com

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Academic Services (School/Dept.) VENDOR NO. 300389

Submitted by: Dr. Tara Bickford

☑ **Independent Contract** ☐ **MOU**

☐ Master Contract

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: Savvas Learning Company, LLC (enVision)

Address: 15 E. Midland Ave, Suite 502 City: Paramus State: NJ Zip: 07652

Phone: (_____) Email Address: jaimee.montali@savvas.com

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Savvas Learning Company LLC will provide 4 in-person professional development sessions for k-5 teachers to support enVision Mathematics core implementation of curricular resources provided with the license purchase.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $10,350.00 (describe rate agreement) _____

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
060	6266	0	5815	00	1110	1000	030200	305	7395	$10,350.00	7/30/24
											CMB 7/31/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Dive In to enVision Mathematics

Implementation Essentials Agenda

enVision Mathematics

Grades K–5

Description

You've learned the basics of **enVision** Mathematics, so now it's time to dive deeper into the instructional features that will make the program most successful for you and your students. Schools and/or districts can customize their six-hour experience by choosing from several high-interest topics specific to their needs.

As you navigate through the print and digital program features, you will

- dive into topics and lessons so you can integrate the instructional support embedded in the program;
- learn how to use resources that will take your students to the next level of learning; and
- explore ways to enhance instruction for 21st century learners.

You will walk away from this session equipped with

- a deeper understanding of the program and its resources;
- tools such as a teacher self check and digital paths; and
- personal reflections to ensure long-term implementation success.

Learning Goals

What Will I Learn?	How Is It Going to Help Me?
Topic and Lesson Structure	I will be able to integrate features of the topic and lesson structure into my teaching and utilize instructional support to take my students to the next level of learning.
Digital Resources	I will be able to use digital resources throughout the topic to engage my 21st century learners and enhance my instruction.
Implementation Tools	I will be able to visualize an **enVision** Mathematics classroom and plan for instruction using the Teacher Self Check tool.

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Agenda

Time	Modules	Agenda Items
10 minutes	**What's in It for Me?**	Video: *Become an **enVision** Power User* Agenda Learning Goals Expectations
10 minutes	**Registration/Log In**	My Savvas Training Savvas Realize™
10 minutes	**Learning Journey**	Teacher Toolkit
120 minutes	**Let's Dive In!**	Topic Resources Activity: Topic Planning Activity: 3-Act Math 3-Act Math Teaching Support Lesson Support Teacher Self Check Becoming an **enVision** Power User
200 minutes (40 minutes each)	**Hot Topics**	1. **Formative Assessment** Activity: Formative Assessment Opportunities 2. **Differentiation** Activity: Differentiation Rotation 3. **Summative Assessment** Activity: Digging In to Data 4. **Instructional Decision Making** Activity: Deciding with Data 5. **Blending Print and Digital Resources** Activity: Digital Dive
10 minutes	**Wrap-Up**	Activity: Goal Setting Next Steps in the Learning Journey Evaluation Acknowledgments
6 hours	**Total Time**	

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SAVVAS

Ms. Tara Bickford
Admin
Alum Rock Elem School District
2930 Gay Ave
San Jose, CA 95127-2398
United States

Quote Number: 276903-1
Quote Creation Date: 06-27-2024
Quote Expiration Date: 09-30-2024

Quote Release: 1

Alum Rock ESD_enVision '20_Program Activation + Implementation Essentials PD_'24

Price Quote Summary

Solution	Base Amount	Total
enVisionMATH® for Professional	$ 10,350.00	$ 10,350.00
Solution Subtotal	**$ 10,350.00**	**$ 10,350.00**
Shipping & Handling		**$ 0.00**
Total		**$ 10,350.00**

Price Quote Detail

ISBN	Description	Price	Charged Qty	Total Charged
enVisionMATH® for Professional Development				
enVision Mathematics Common Core Professional Development©2020 - Implementation Essentials				
0000000124091	ENVISION MATHEMATICS COMMON CORE GRADES K-5 2020 IMPLEMENTATION ESSENTIALS	3450.00	2	$6,900.00
	enVision Mathematics Common Core Professional Development©2020 - Implementation Essentials Subtotal			**$ 6,900.00**
enVision Mathematics Common Core Professional Development©2020 - Program Activation				
0000000124111	ENVISION MATHEMATICS COMMON CORE GRADES K-5 2020 PROGRAM ACTIVATION	3450.00	1	$3,450.00
	enVision Mathematics Common Core Professional Development©2020 - Program Activation Subtotal			**$ 3,450.00**
	enVisionMATH® for Professional Development Subtotal			**$ 10,350.00**

ISBN	Description	Price	Charged Qty	Total Charged
	Solution Subtotal			$ 10,350.00
		Shipping and Handling		$ 0.00
			Total	$ 10,350.00

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: Emmanuel Barbara, Interim Superintendent

From: Ed Villarreal, Director of Maintenance, Operations, and Transportation

Re: Contract Approval – Security Alert Systems of California, Inc.

Date: July 25, 2025

Summary:
Security Alert Systems of California, Inc. will assess all non-monitored Fire Alarm Systems, recommendations and modifications to have all systems monitored. Once systems are upgraded, they will provide service and monitoring.

The sites are as follows: Adelante I, Aptitud @Goss, Cassell ES, Chavez ES, Cureton ES, Lyndale ES, McCollam ES, Meyer ES, Ocala STEAM, Painter ES, Russo/McEntee, Sheppard MS, D.O. Office, Social Emotional Learning (SEL), and Pre-Assessment Center (PAC) Office.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Security Alert Systems of California, Inc. for $9,900.00 for the 2024-20245 Fiscal Year.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: M.O.T.-Operations (School/Dept.) VENDOR NO. 301193

Submitted by: Ed Villarreal, Director of Maintenance, Operations & Transportation

☑ Independent Contract ☐ MOU

☐ Master Contract

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: Security Alert Systems of California Inc

Address: 2125 Periwinkle Drive City: Gilroy State: CA Zip: 95020

Phone: (408) 930-5873 Email Address: jrbay@aol.com

SSN: _____ or Fed I.D. #: 20-1425077

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Security Alert Systems of California, Inc. will assess all non-monitored Fire Alarm Systems and make recommendations and modifications to have all systems monitored. Once systems are upgraded, they will provide service and monitoring. The sites are as follows: Adelante I, Aptitud @Goss, Cassell ES, Chavez ES, Cureton ES, Lyndale ES, McCollam ES, Meyer ES, Ocala STEAM, Painter ES, Russo/McEntee, Sheppard MS, District Office, Social Emotional Learning (SEL) and Pre-Assessment Center (PAC).

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $9,900.00 (NTE) (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	5350	$9,900.00	M.V 7/29/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

Security Alert Systems of California, Inc.

Ph: 408 930-5873
Fax: 408 847-8825
E-mail jrbay@saspd.com

State Contractor License 427774
California ACQ License 1244
www.saspd.com

July 11, 2024

Ed Villarreal,
Director of Maintenance, Operations and Transportation
MOT-Building
Alum Rock Union School District
2930 Gay Ave.
San Jose, CA 95127

Re: Fire Systems Maintenance/Monitoring/Inspections

Mr. Villrreal,

Per your email request here is our scope of work. Security Alert Systems of California Inc. is a Veteran Owned State certified small minority business. We install, service, maintain and monitor fire alarm systems throughout the bay area. We are pleased to offer our services to the Alum Rock Union School District at an hourly rate of $155.00 per man hour. Fire alarm system monitoring is quoted at $55.00 per month/$660 per year, per alarm system.

If you have any questions, please feel free to contact me at 408 930-5873.

Thank you.

Sincerely,
Jess Rodriguez
Jess Rodriguez, President
Security Alert Systems of California, Inc.
www.saspd.com

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: Imee Almazan, Ed.D. Interim Superintendent

From: Ed Villarreal, Director of Maintenance, Operation and Transportation

Re: Contract Approval - Selway Construction, Inc.

Date: July 19, 2024

Summary:
Selway Construction, Inc. will provide service for small-scale construction, repairs, paints, and installation on an as-needed district-wide.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Selway Construction, Inc., for $50,000.00 for the Fiscal Year 2024-2025.

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: 300516

ADDRESS: **728 Charcot Avenue, San Jose, CA 95131**

TELEPHONE NUMBER: **(408) 422-2162**

FAX NUMBER: _____

TAX ID NUMBER: **84-2990639**

E-Mail: phil@selwayconstruction.com
peter@selwayconstruction.com

BOARD APPROVAL DATE: August 8, 2024

CONTRACT TERM: From August 9, 2024 – June 30, 2025

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 service small-scale construction, painting, installation, and repairs for facilities district-wide on an as-needed basis.**

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
050	8150	0	5815	00	0000	8100	000000	450	8130	$50,000.00

Program Manager/Principal _____ **Date:** 7/18/24

Superintendent _____ **Date:** _____

Fiscal Approval Maria Newton **Date:** 7/22/24
Accountant

Director of Fiscal Services _____ **Date:** 7/22/24

Asst Supt, Bus Services _____ **Date:** 7/22/24

COMPENSATION: In consideration of the 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: $50,000.00 (NTE)** FY: **2024-2025**

SELWAY CONSTRUCTION
728 Charcot Avenue, San Jose, CA 95131
(408) 649-3253

ESTIMATE

Selway Construction is pleased to present this proposal based on the following information.

Project Information	
Customer Name: Alum Rock School District	**Quote Issue Date:** 07/16/2024
Customer Address: 2930 Gay Ave, San Jose, CA 95127	**Quote Expiry Date:** 30 Days from Issue Date
Project Name: ARUSD Misc.	

Proposed Scope of Work

Provide service/repair for small-scale construction, painting, and installation projects

Hourly Rates
Standard Hours: $143.00 per man hour
Overtime: $214.50
Double Time: $286.00 per man hour

General Exclusions: *Project Permits and Fees / Inspection Fees / Bonds / Plans / Asbestos and Lead Abatement / Furniture Removal or Relocation / Temporary Sanitary Services / Site Furnishing / Hazardous Material Abatement*

Terms

Scope of Work: *Selway Construction, Inc. agrees to perform the services outlined in the Proposed Scope of Work. Any alteration of deviation from the above specifications involving extra costs will be executed only upon written orders from the project owner and will result in an additional charge the*

Price: *The sum of the Total Estimate includes all applicable sales tax; however, the Total Estimate does it include any costs associated with items in the General Exclusions section or fees involved with a waiver of subrogation.*

Remobilization Fee: *A remobilization fee of $500 will be charged to the customer if Selway Construction, Inc. employees are required to return to the*

Payment Terms: *Payment is due 30 days after reciept of notice. If legal processes are required by Selway Construction, Inc. to recover full payment*

Submitted By: Peter Hawkins
Title: Project Manager
Date: 7/16/24

Accepted By: ED VILLARREAL JR
Signature:
Date: 7/18/24

Thank you for giving us the opportunity to work with you! Please feel free to contact us with any comments or questions.
We look forward to being of service to you during the project.

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: Imee Almazan, Ed.D. Interim Superintendent

From: Ed Villarreal, Director of Maintenance, Operations and Transportation

Re: Contract Approval- Sound & Signal, Inc.

Date: July 19, 2024

Summary:
Sound and Signal Inc. will provide service for Proprietary Fire Alarm and Intercom Systems District-wide.

Recommendation:
Staff recommends that the Board of Trustees approve the contract with Sound & Signal, Inc., in the amount of $15,000.00 for the 2024-2025 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: **Sound & Signal, Inc.**

VENDOR NO: _____

ADDRESS: **277 Rickenbacker Circle, Livermore, CA 94551**

FAX NUMBER: (925) 455-6153

TELEPHONE NUMBER: **(408) 872-2445**

TAX ID NUMBER: 94-2998240

E-Mail: rosana@soundandsignal.com

BOARD APPROVAL DATE: **August 8, 2024**

CONTRACT TERM: From **August 9, 2024 – June 30, 2025**

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 service for Proprietary Fire Alarm and Intercom Systems District-wide.**

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
050	8150	0	5815	00	0000	8100	000000	450	8130	$15,000.00

Program Manager/Principal _____ **Date:** 7/15/24

Superintendent _____ **Date:** _____

Fiscal Approval Mari Nuch **Date:** 7/22/24
Accountant

Director of Fiscal Services _____ **Date:** 7/22/24

Asst Supt, Bus Services _____ **Date:** 7/22/24

COMPENSATION: In consideration of the 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:** **$15,000.00 (NTE) FY: 2024 – 2025**

Sound
& Signal Inc.

Maintenance Contract Fees:

Sound and Signal, Inc. employees are on call 24 hours each day for your emergency service needs. All technicians are cellular phone dispatched for prompt service.

If scheduled 24 hours in advance of requested service date, the following services rate apply:

Effective 12/1/23 Service Labor Rates and Hours

Hours: RT: 6 a.m. to 6 p.m. Monday through Friday.
OT: Hours worked beyond 8 hours daily and outside of RT hours listed above.
DT: Hours worked beyond 12 hours daily, all Sundays, and all Holidays.
Emergency overtime calls will be billed at 4 hours minimum. Portal to Portal.

Labor Rates: RT: $ 198.00 per hour
OT: $ 290.00 per hour
DT: $366.00 per hour

If immediate service is requested, overtime rates may apply.

We Provide Sales and Sales Support to:
- Schools and Colleges
- County, State and Federal Correctional Institutions
- Commercial and Industrial Facilities
- Electrical Engineers and Architects

Sound and Signal's Service Department Offers Services for:
- Master Clock and Timing Systems
- Fire Alarm Detection Systems
- Annual Fire Alarm Testing
- Intercom and Paging Systems
- Sound Systems for Public School Football Fields or MPR Buildings.
- Intrusion and CCTV

Sound & Signal is a Factory Authorized Dealer for the Following Products:
- Gamewell/FCI & Farenhyt Fire Alarm Systems
- Potter/Harrington Fire Alarm Systems
- Bogen Engineered Dealer for Educational Intercom & Clock Systems
- Bosch Intrusion

All Fire Alarm technicians are Fire Life Safety Certified by the State of California, Department of Industrial Relations.
All field employees are fingerprinted and have received clearance from the Department of Justice.

277 Rickenbacker Circle • Livermore • CA 94551
• Phone (925) 455-1778 • Fax (925) 455-6153
Public Works DIR registration # 1000000276 Contractors License # C10-494676

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT

TO: DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal Programs (School/Dept.) VENDOR NO. 300238

Submitted by: Dr. Kiela Jimenez

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: Language People Inc.

   Address: P.O. Box 2635 City: Temecula State: CA Zip: 92593

   Phone: (707) 538-8900 Email Address: LWrench@languagepeople.com

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** start date August 9, 2024 end date June 30, 2025

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:

   Language People Inc. will provide additional interpretation and translation service in Spanish, Vietnamese and other languages on "as needed" basis to support/increase parent involvement in the Alum Rock Union School 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)

   _____ 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:** $35,000.00 (describe rate agreement) Special Ed: $27,000.00
   State & Federal: $8,000.00

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	000000	305	1140	$27,000.00	
010	0000	0	5815	00	1110	1000	000000	360	5420	$8,000.00	7/31/24

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

Fees for Services Agreement

This Agreement for Service shall be between Language People, Inc. and ALUM ROCK UNIFIED SCHOOL DISTRICT.

Service Contact

Company: Alum Rock Elementary School District

Address: 2930 Gay Ave., San Jose, CA 95127

Contact: Kiela Jimenez
Title: Director of State and Federal
Email: Kiela.Jimenez@arusd.org
Phone: (408) 928-6935
Fax: (408) 928-6404

Billing Contact

Company: Alum Rock Elementary School District

Address: 2930 Gay Ave., San Jose, CA 95127

Contact: Veronica Robles
Title: Administrative Assistant
Email: Veronica.Robles@arusd.org
Phone: (408) 928-6932
Fax: (408) 928-6404

Thank you for contacting Language People, Inc. regarding language services. The quote in this Fee for Services Agreement is valid for 30 days from the time of receipt. Once signed by both parties, this Agreement will become the contract between Language People, Inc. and ALUM ROCK UNIFIED SCHOOL DISTRICT regarding such services for **twelve** (**12**) months from the date signed.

Please note that a signature on this document does not bind or obligate ALUM ROCK UNIFIED SCHOOL DISTRICT to utilize every service listed, but rather simply provides a written understanding that in the event a representative of ALUM ROCK UNIFIED SCHOOL DISTRICT requests any type of service documented here, that financial obligations associated with those requests are understood and agreed to.

Services Provided by Language People, Inc. **Page #**

Face-to-Face Interpretation 2
Over-the-Phone Interpreting (OPI) 3
Document Translation Services 5
Additional Terms & Conditions of Agreement 7

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Face-to-Face Interpretation

On-site Interpretation (Face-to-Face):
LP will send interpreters to appointments at the times and locations specified by ALUM ROCK UNIFIED SCHOOL DISTRICT to interpret between staff and their ALUM ROCK UNIFIED SCHOOL DISTRICTs. This type of service also includes interpretation of small group meetings where simultaneous or conference interpretation is not necessary. Interpreter's minimum hours shall include travel time from specified beginning location to County's specified address. In no event shall interpreter's minimum hours be less than two (2) hours (interpreting and travel combined).

Spoken Language Interpreters:
Spoken language interpreters assigned to appointments, conferences, etc. greater than two (2) hours in length shall receive fifteen (15) minute break every two (2) hours.

Simultaneous Conference Interpreting:
Large-group, multi-speaker conferences require linguists with specialized skills. **Prices vary based on situation.**

American Sign Language Interpreters (ASL):
ASL interpreters shall receive a fifteen-minute break after each hour of service. For all ASL appointments beyond one hour, team interpreters must be used (two interpreters). Any exceptions to Teamed Interpreting requirements will be evaluated on a case by case basis by LP dispatchers and consultants and shall only be at the discretion of Language People.

Minimum Appointment: Two Hours
Every appointment will be billed a minimum of two hours. Hours will be billed in hourly increments beyond two hours. A grace period of five minutes at the end of the hour is allowed to "wind up" your appointment. If the appointment continues beyond the grace period, the next billed increment will be charged.

Rates Per Interpreter:
Qualified Interpreter rates are as follows:

1 hour spoken language interpreting (Common):	$110.00*
1 hour spoken language interpreting (Rare):	$140.00**
1 hour ASL interpreting*:	$120.00*
Cancellation Charge (less than 24 hour notice)	Full Charge for Scheduled Appointment
Unscheduled appt. (Less than 24 hour notice)	$35.00 per hour additional*
Weekend or After Business Hours	$35.00 per hour additional*

**Rates are for Medically Tested and Qualified Interpreters. ASL Interpreters are RID/NAD/Qualified and tested in ASL and medical terminology.*
***Rare and/or certified interpreter rates may be higher and vary depending on assigned interpreter, their credentials, and date of availability. These rates will be provided at the time interpreter is scheduled.*

Services are available throughout the US.

Medical Interpreters:
LP Medical interpreters provided to ALUM ROCK UNIFIED SCHOOL DISTRICT are SB853/JC compliant and HIPAA trained and tested interpreters. They are tested and trained Medical Interpreters, with proficiency in Medical Terminology and General Terminology in their languages of service. *ASL Interpreters are RID/NAD/Qualified and tested in ASL and medical terminology.*

Certified Legal Interpreting:
LP Legal interpreters are court-certified and court-qualified linguist professionals who are chosen for each assignment, not only on the basis of their proficiency in both source and target languages, but also in the specialized, field-specific knowledge they possess. Certifications for court appearances and depositions vary from state and federal/supreme court jurisdictions. Rates vary due to the unique situation of each assignment's requirements and must be quoted based on the individual project.

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Mileage Charges:
Mileage will be charged for total miles at current IRS published rate for travel to and from your facility.

Note: as of 5/1/22, we can no longer support using the IRS mileage charts listed annually for fuel costs alone as the compensation to interpreters for Face to Face interpreting. To fairly compensate interpreters for this added burden due to high gas prices, we are adding a Trip Charge to the Face to Face interpreting Costs. This Trip Charge is an additional reimbursement factor that is a flat fee to help cover the price of gasoline increases.

Trip Charges:
Face to Face interpreting shall incur a Trip Charge in addition to Mileage. The Trip Charge will be billed on a sliding scale that is tied to the average price of gasoline in the State of Service and Language People reserves the right to adjust this added factor periodically based on the following table:

Gas Price 4.00 per gallon	**$15.00 trip charge per each 100 miles driven**
Gas Price 5.00 per gallon	**$20.00 trip charge per each 100 miles driven**
Gas Price 6.00 per gallon	**$25.00 trip charge per each 100 miles driven**
Gas Price 7.00 per gallon	**$30.00 trip charge per each 100 miles driven**

At the present time, this added cost is calculated in units of 100 miles. 1-100 miles is charged at 1 trip charge. Miles over 100 but less than 200 miles incurs 1 additional trip charge, etc.

Customer Support
Our office is available to you 24-Hours a day, seven days a week, for last-minute or evening or weekend requests. If you have an urgent request, please call (707) 538-8900 and follow the prompts. If, for some reason, our phone service is disrupted and you cannot reach us at this number, please call our back-up number (800) 873-0595. This number should **ONLY** be used if our main line service is disrupted. Please make sure appropriate staff has this back-up alternate number.

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Over-the-Phone Interpreting (OPI)

LP will provide telephone interpreters to ALUM ROCK UNIFIED SCHOOL DISTRICT at the following rates:

Basic Telephone Interpreting:

Weekdays (M-F 8 AM – 6 PM)	**$3.00** per minute
Evenings (6 PM to 8 AM),Weekend & Holidays	**$4.00** per minute
Minimum time charge per call	10 minutes
After-hours Connection Fee (evenings, weekends, holidays)	**$20.00**

Specialty Telephone Interpreting Services:

One-time Customer Set-up Fee	$50.00
Training on Phone System	6 Hours - No Charge
Additional Training/Support	$75.00 per hour

For a complete list of languages available and more information regarding telephone interpreting, refer to the following page or contact your sales associate for more details and options.

Information/Language Identification Cards

LP will provide four copies of Language Identification Cards at no cost. Additional copies are $1.00 each. These helpful cards are used to identify by written word which language an individual recognizes as the written version of the spoken language they wish to communicate in.

Operator Time/Customer Assistance

LP operators can assist in identifying language spoken, or in helping to conference third-parties into the phone system. They can also answer other questions. Time spent with the Operator is charged at the minute rate, and is considered part of the interpretation call. Some questions may be part of the no-cost training on use of the phone system.

Training and Technical Support

LP will provide to Customers up to six hours of introductory training in the use of the telephone system per year, and customers receive up to four hours per year. Additional time is charged at $75.00 per hour.

Customer Support

Our office is available to you 28-Hours a day, seven days a week, for last-minute or evening or weekend requests. If you have an urgent request, please call (707) 538-8900 and follow the prompts. If, for some reason, our phone service is disrupted and you cannot reach us at this number, please call our back-up number (800) 873-0595. This number should **ONLY** be used if our main line service is disrupted. Please make sure appropriate staff has this back-up alternate number.

Recording Conversations for ALUM ROCK UNIFIED SCHOOL DISTRICT Records

Interpreted phone calls may be recorded and saved upon request of the ALUM ROCK UNIFIED SCHOOL DISTRICT. Call recording requests must be made in advance of the actual interpreted call, and extra fees apply.

Trained Customer Support Representatives

For an additional fee, LP interpreters will be trained in Customer's policies and businesses processes, and perform the task of Customer Support Representatives on behalf of Customer. In this level of service, we answer the telephone and field questions in language exactly as your own customer support representatives would do. Customer can train our staff in the use of their proprietary data collection and customer support tools, so that our staff seamlessly integrates with your own English-speaking customer support staff. This service frees up your personnel to do other tasks (they do not have to be on the line with our staff, the LP interpreter/CS rep does the work for them!). Please ask your salesperson to provide you with a custom quote for this level of service.

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Partial Language List

Language	Rare or Common
Afghani	Common
Albanian	Common
Amharic	Common
Anar Dari	Rare
Arabic	Common
Aramaic	Rare
Arbresh	Rare
Armenian	Common
ASL	Rare
Assyrian	Rare
Bahasa	Rare
Bengali	Rare
Berber	Rare
Bosnian	Common
Bulgarian	Common
Burmese (Myanmar)	Rare
Cantonese	Common
Catalan	Rare
Chamorro	Rare
Croatian	Common
Czech	Common
Danish	Common
Dari	Common
Dutch	Common
Estonian	Common
Ethiopian	Common
Farsi	Common
Fijian Hindi	Rare
Finnish	Common
Flemish	Common
French	Common
French Canadian	Common
Fukienese	Rare

Language	Rare or Common
German	Common
Greek	Common
Gujarati	Common
Hakka	Rare
Hausa	Rare
Hebrew	Common
Hindi	Common
Hmong	Rare
Hungarian	Common
Ilicano	Rare
Indonesian	Common
Italian	Common
Japanese	Common
Khmer (Cambodian)	Rare
Kmhu	Rare
Korean	Rare
Kurdish	Rare
Laotian	Rare
Latvian	Rare
Lithuanian	Rare
Malay	Rare
Maltese	Rare
Mandarin	Common
Marathi	Rare
Mien	Rare
Mongolian	Rare
Nepali	Rare
Nigerian	Common
Oromo	Rare
Pampangan	Rare
Pashto	Common
Polish	Common
Portuguese	Common

Language	Rare or Common
Romanian	Common
Russian	Common
Samoan	Rare
Scandinavian	Common
Serbo-Croatian	Common
Shanghai	Rare
Sindhi	Rare
Slavic	Common
Slovak	Common
Somali	Rare
Spanish	Common
Swahili	Rare
Swedish	Common
Sindhi	Rare
Tagalog	Common
Tahitian	Rare
Taiwanese	Common
Tamil	Common
Telugu	Rare
Thai	Rare
Tibetan	Rare
Tigrinya	Common
Toishanese	Rare
Tongan	Rare
Turkish	Common
Ukrainian	Common
Urdu	Common
Uzbek	Rare
Vietnamese	Common
Visayan	Rare
Wu	Rare
Yiddish	Common
Yogad	Rare

PO BOX 2635 • HUMECULA CA • 92593 • TEL:(707) 538-8900 • FAX:(707) 324-8811
SALES@LANGUAGELINE.COM • WWW.LANGUAGELINE.COM
Doc ID: f37c84224debd8189214901427078e8c9a745f9e

If a language is not listed on this list, it is considered rare.

Document Translation Services

Documents

LP will provide document translation services according to the complete list of languages available (following page). For instance, Spanish is charged at $0.26 cents per word in the final Spanish document. Other Roman languages (*i.e.*, German, French) will be charged $0.28 based on final word count in "target" language (language translated into). For character-based languages (*i.e.*, Thai, Chinese) charges will be based on English or Roman language word count. See cost chart attached.

LP will accept documents by fax, email or postal mail. Documents will be returned in Word format. It is the ALUM ROCK UNIFIED SCHOOL DISTRICT's responsibility to take returned translation from Word into any other graphic product they desire (*i.e.*, PowerPoint, PDF, etc.), or to agree to extra charges for LP to arrange graphics editing for them. Formatting, proofreading and rush deadlines all incur additional charges.

A minimum charge (per project/language) of $100.00 applies for any document below that fee. A charge of $45.00 applies to certificates of attestation and a $45.00 fee for any documents needing notarization. Rush fees apply to all documents requiring less than five business day return time; rush fees are an additional 30% of the project total.

Transcription Services

ALUM ROCK UNIFIED SCHOOL DISTRICT may request written transcription of telephone conversations by our Translation Department. Transcriptions can be provided at a rate of $90.00 per hour of work, which would cover an estimated 6 minutes of (clear) recorded audio.

Formatting and Desktop Publishing

LP can provide additional formatting of documents for an additional $0.04 per word. LP can also provide advanced desktop publishing (graphic design) for a fee of $90.00 per hour. Document formats that LP supports include Microsoft Office® (Word, Excel, PowerPoint), PDF, EPS, Image files (jpeg, tiff), and Adobe® InDesign®. Total charges may vary depending on the length of the assignment.

Website Globalization

LP will provide website translation services according to the complete list of languages available (following page). LP will accept website text by URL, fax, email or postal mail. Text will be returned in Word format. It is the ALUM ROCK UNIFIED SCHOOL DISTRICT's responsibility to take returned translation from Word into the actual website, or to agree to extra charges for LP to arrange text for them on the web.

A minimum charge per project of $100.00 applies if word count does not equal this minimum charge. Rush fees apply to all website text projects requiring less than five business day return time; rush fees are an additional 30% of the project total. LP can provide services such as formatting and uploading for a fee of $90.00 per hour; total charges may vary depending on the length of assignment.

Notice and Cancellation Policy

Any project for written translation given to LP will be charged in full as translation begins immediately upon receipt of documents unless document is submitted as a quote request.

Customer Support

Our office is available to you 28-hours a day, 7 days a week, for last-minute or evening or weekend requests. If you have an urgent request, please call (707) 538-8900 and follow the prompts. If, for some reason, our phone service is disrupted and you cannot reach us at this number, please call our back-up number (800) 873-0595. This number should **ONLY** be used if our main line service is disrupted. Please make sure appropriate staff has this back-up alternate number.

**We return all documents in Word 2007 format to support all ALUM ROCK UNIFIED SCHOOL DISTRICTs' technology & file format needs, unless otherwise requested.*

Doc ID: f37c84224debd8189214901427078e8c9a745f9e

Written Translation Language Price List

Language	¢ per word
Afghani	
Albanian	
Amharic	
Anar Dari	
Arabic	
Aramaic	
Arbresh	
Armenian	
ASL	
Assyrian	
Bahasa	
Bengali	
Berber	
Bosnian	
Bulgarian	
Burmese (Myanmar)	
Catalan	
Chamorro	
Chinese (Simplified)	
Chinese (Traditional)	
Croatian	
Czech	
Danish	
Dari	
Dutch	
Estonian	
Ethiopian	
Farsi	
Fijian Hindi	
Finnish	
Flemish	
French	
French Canadian	
Fukienese	

Language	¢ per word
Georgian	
German	
Greek	
Gujarati	
Hakka	
Hausa	
Hebrew	
Hindi	
Hmong	
Hungarian	
Ilocano	
Indonesian	
Italian	
Japanese	
Khmer (Cambodian)	
Khmu	
Korean	
Kurdish	
Laotian	
Latvian	
Lithuanian	
Malay	
Maltese	
Marathi	
Mien	
Mongolian	
Nepali	
Nigerian	
Oromo	
Pampangan	
Pashto	
Polish	
Portuguese	
Punjabi	

Language	¢ per word
Romanian	
Russian	
Samoan	
Scandinavian	
Serbo-Croatian	
Shanghai	
Sindhi	
Slavic	
Slovak	
Somali	
Spanish	
Swahili	
Swedish	
Swiss	
Tagalog	
Tahitian	
Taiwanese	
Tamil	
Telugu	
Thai	
Tibetan	
Tigrinya	
Toishanese	
Tongan	
Turkish	
Ukrainian	
Urdu	
Uzbek	
Vietnamese	
Visayan	
Wu	
Yiddish	
Yogad	
Yoruba	

If you don't see the language you need, please contact LP.

Prices effective Jan 2020

P.O. BOX 2635 • TEMECULA, CA • 92593 • TEL:(707) 538-8900 • FAX:(707) 324-8811
SALES@LANGUAGEPEOPLE.COM • WWW.LANGUAGEPEOPLE.COM
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ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. 22679

Submitted by: Jesus Araujo

☑ **Independent Contract** ☐ **MOU**

☑ Master Contract

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: The City Peace Project

Address: PO Box 36014 City: San Jose State: CA Zip: 95158

Phone: (408) 797 4274 Email Address: rachel@tcpp.org - danny@tcpp.org

SSN: _____ or Fed I.D. #: 46-1323539

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 09, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

The City Peace Project will provide on-campus support to students having trouble adjusting with behavioral issues. May include academic or tutoring support and ESL program to help empower students to thrive in school and community as well as parental engagement.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $_____ (describe rate agreement) 1 hr week, $1,000/Month, not to exceed $11,000

2 hrs Week, $1,500/Month, not to exceec $16,500 and 6hrs week $4500/Month, not to exceed $49,500

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5815	00	0000	3130	000000	340	7221	MASTER	7/31/24

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

the CITY PEACE PROJECT

thecitypeaceproject.org
P.O. Box, 36014
San Jose, 95158

Scope of Work

Alum Rock Unified School District
August 1, 2024 - June 30, 2025

The City Peace Project provides mentorship for at-risk students through small groups to help them develop skills for making healthy decisions, communicating effectively, and setting and tracking goals.

Supporting Students having trouble adjusting - Grades K - 8

The City Peace Project aims to support students with behavioral issues through a comprehensive, multi-faceted approach that fosters a positive, inclusive, and supportive school environment. The project will employ evidence-based interventions, referral to counselors, and educational support services to help students develop the skills needed to succeed academically, socially, and emotionally.

On-Campus Support - based on individual school needs

On-campus support for students having trouble adjusting. Will support students with behavioral issues. May include academic support or tutoring and SEL program to help empower students to thrive in school and community.

On-Campus Support Provided for Break and Lunch Hours

The City Peace Project will provide the students with mentoring, academic support and tutoring, as well as parental engagement.

Pricing:

1 hr/ week, $1000/ month, not to exceed $11,000
2 hrs/ week, $1500/ month, not to exceed $16,500
6 hrs/ week, $4500/ month, not to exceed $49,500

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. 22679

Submitted by: Jesus Araujo

☑ **Independent Contract** ☐ **MOU**

☑ Master Contract

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: The City Peace Project

Address: PO Box 36014 City: San Jose State: CA Zip: 95158

Phone: (408) 797 4274 Email Address: rachel@tcpp.org - danny@tcpp.org

SSN: _____ or Fed I.D. #: 46-1323539

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 09, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

The City Peace Project provides mentorship, academic and tutoring support to at-risk student's grades 4th-8th through weekly small groups, sessions are one hour with one team member assigned and 6-12 students. Case management provided for any student who requires further attention as well as parental engagement.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $_____ (describe rate agreement) 1 hr week, $1,000/Month, not to exceed $11,000

2 hrs Week, $1,500/Month, not to exceec $16,500 and 6hrs week $4500/Month, not to exceed $49,500

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
010	0000	0	5815	00	0000	3130	000000	340	7221	MASTER	

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

thecitypeaceproject.org
P.O. Box, 36014
San Jose, 95158

Scope of Work

Alum Rock Unified School District
August 1, 2024 - June 30, 2025

The City Peace Project provides mentorship for at-risk students through small groups to help them develop skills for making healthy decisions, communicating effectively, and setting and tracking goals.

Mentorship for At-Risk Students - Grades 4 - 8

The City Peace Project is dedicated to fostering a supportive environment for at-risk students through a comprehensive mentorship program. The goal is to provide these students with guidance, support, and resources to help them navigate personal and academic challenges, improve their social skills, and set a foundation for a successful future.

Group Sessions and On-Campus Support

Each group session is one hour with one team member assigned and 6-12 students. Case management provided for any student who requires further attention.

On-Campus Support Provided for Break and Lunch Hours

The City Peace Project will provide the students with mentoring, academic support and tutoring, as well as parental engagement.

Pricing:

1 hr/ week, $1000/ month, not to exceed $11,000
2 hrs/ week, $1500/ month, not to exceed $16,500
6 hrs/ week, $4500/ month, not to exceed $49,500

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Student Services (School/Dept.) VENDOR NO. 300764

Submitted by: Jesus Araujo

☑ **Independent Contract** ☐ **MOU**

☑ Master Contract

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: Sound Soulutions

Address: 819 Birch Ave City: Sunnyvale State: CA Zip: 94086

Phone: (669) 600 9577 Email Address: soundsoulutions75@gmail.com

SSN: _____ or Fed I.D. #: 87-2535219

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on August 9, 2024, and will diligently perform as required and complete performance by June 30, 2025, unless this Agreement is terminated and/or otherwise cancelled prior to that time.

3. **CONTRACTOR'S OBLIGATION:** Contractor shall provide the following services, materials, products, and/or reports as further described in **Exhibit A**, attached hereto and incorporated herein by this reference ("Services").

Sound Soulutions will provide 8 music groups per series, 60 min each 1x week. Groups are open to any ARUSD who wants to participate. Individual school base therapy can also be provided they also offers presentations for parents, staff and students.

4. **COMPENSATION:** District agrees to pay Contractor for services satisfactorily rendered pursuant to this Agreement. Payment for the Services shall be made for all undisputed amounts based upon the delivery of the work product as determined by District within thirty (30) days after Contractor submits an invoice to District for Services actually completed or the portion of the Services for which payment is to be made. District shall not be liable to Contractor for any costs or expenses paid or incurred by Contractor in performing services for District.

☐ 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. **Other:** $_____ (describe rate agreement) Not to exceed 13,500 per site

010-0000-5815-00-0000-3130-000000-340-7221 7/31/24

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials

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.

CONTRACTS MUST BE SUBMITTED 30 DAYS PRIOR TO BOARD MEETING

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SOUND SOULUTIONS

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Sound Soulutions LLC

Description of Services: Sound Solutions will provide the following program/services at **Alum Rock Union School District.**

a) Sound Solutions program will provide services at designated school sites (to be determined). Sound Solutions mission is to heal at risk /traumatized youth by introducing replacement behaviors for unhealthy maladaptive behaviors. Using creative art techniques and therapeutic modalities, Sound Soulutions works to improve participant's mood, coping resulting in fewer depressive symptoms and improved school performance. The primary goal of Sound Solutions is to improve student's social emotional needs and sustain improved behaviors by including family to support improved behavior.

b) Sound Solutions agrees to provide behavioral health services (including group therapy, collateral, and case management) at designated school sites. Program will provide group therapy 1 hour 1 time a week for 8 weeks of creative art therapy by a licensed or pre-licensed therapist. Groups will be for a minimum of 5 students and a maximum of 7 students per unit. Programs compose of 1,2, or 3 units. Each unit is 8 weeks. The cost of each unit is 5,950. Sound Soulutions also agrees to providing parent/professional/and community workshops to address mental health issues in the community and improve parenting skills. The cost of each 1-hour workshop is $480.00.
    a. The program provides a three-phase unit framework for healing. First unit focuses on building trust, and safety with creating/learning about music and breaking down barriers. Second unit focuses on healing trauma and connecting to self and others. The Third unit deals with integrating healthy relationships and healing relational trauma.

c) Sound Solutions program serves middle school and high school students. Program can provide individualized programming based on unique needs. Sound Solutions referral criteria recommendation for selection of students. Student must meet the following criteria: Traumatizing event (i.e. loss of loved one, divorce, bullied), Poor self-advocacy skills, Poor communication skills, Poor academic and study skills, Poor response to traditional treatment modalities, Demonstrates a "red flag" or concern.

Services Provided: The Provider agrees to provide the following services, materials and/or products: On-site creative art and behavioral health services. Services include, family collateral sessions, skill building training to assist youth in improving poor behavioral habits, creating beats/songs to enhance healthy coping, learn DJ skills, create sounds using a beat machine, relaxation techniques, increase self-expression using music/art to improve mindfulness and building positive peer relationship. The provider

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will provide the following materials to students for learning: beat machines, DJ/music equipment, markers, crayons, paint, lyric books, beads, bracelets, and paper. Additionally Sound Soulutions will provide the results of the pre and posttest after the end of each unit to measure the success of the program and its participants.

The participants of school, professional or parenting workshops will be provided with a posttest which will measure the effectiveness of each workshop. ARUSD will be provided with the results of the posttest a week after each presentation.

Schools Participation: The schools will provide a confidential room space with computers (not necessary). The school will request HIPAA forms to obtain addresses for participants (mailing purposes) and/or a liaison to coordinate sending mail to participants.

Family Participation: The family will be available prior to the start of the program to review the program structure. Family will be required to understand program topics and expectations. Family will be available for brief check-ins throughout the program. Family will complete pre and post surveys.

Participant Expectations: Participants are expected to arrive on-time to each session. Participates are required to participate in a pre and posttest at the beginning of the first week and at the end of the last week of each unit.
Participant is required to learn and demonstrate values during sessions as well as at home, at school and in their communities. Participant will have all curriculum and materials at every session. Participant will participate in a brief pre and posttest of reflection and progress around improved symptoms. Participate will be required to the best of their ability to participate during each session.

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Sound Soulutions LLC

1. **Description of Services:** Sound Soulutions will provide the following program/services:

a. Sound Soulutions program will provide services at designated school sites (TBD). Sound Soulutions parenting workshops strive to provide support and develop healthy relationships, substance use education, and improve child's mental health. The program will provide culturally sensitive material along with evidenced based practice to develop sustained positive change, effective communication and other strategies to guide children on a path into developing into a responsible and courageous adult.

b. The program agrees to provide parenting workshops at designated school sites. The program will provide parenting workshops 1 hour 1 time a week for 4 weeks for parents within the school district. The Contract cost to the district for the 4 parenting workshops is $3,000. The program will also provide 60-minute stand-alone workshops for students and staff for $450.00.

c. Sound Soulutions program serves middle school and high school students. The program will provide services to parents who have a student within the district who: struggles with academic/study skills, and mental health or substance abuse issues.

d. Parents engaged in services will (i) Gained knowledge about behaviors that support their child/family and increase well-being; (ii) Improved family relationships; (iii)Increased their connectedness with school; and (iv) Participated in at least one of the indicated school-based activities. iii. Improve student academic outcomes, health, and well-being.

The format of the parenting workshops will go as follows:

4 Week Sessions	Guardians	60 Minute Session Format
Parenting Workshops	**Guardians of youth ages 10 to 18**	• **10 Minute Success/Challenges check in** • **45 Minutes Core Curriculum** • **5 Minute take aways from group**

Session Structure

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Unit One	Unit Two
Group Introduction • **Meet/Greet** • **Expectations** • **Youth Development**	**Positive Communication** • **"I" statements** • **Listening Skills** • **Compromising**
Unit Three	**Unit Four**
Reducing Risky Behavior • **Signs and Symptoms** • **Drug use** • **Mental health awareness**	**Positive Consequences** • **Why it works.** • **Token Economy** • **Reward Punishment contracts.**

Participate Expectations:

a. Understand program topics and expectations.
b. Complete all surveys provided to them.
c. Arrive on-time to each session, contact facilitator if cannot make workshop.
d. Learn and demonstrate values during sessions as well as at home.
e. Have all curriculum and materials at every session.
f. Participate in a brief pre and posttest of reflection and progress around improved symptoms.
g. Participate to the best of ability during each session.

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b) Sound Solutions agrees to provide behavioral health services (including group therapy, collateral, and case management) at designated school sites. Program will provide group therapy 1 hour 1 time a week for 8 weeks of creative art therapy by a licensed or pre-licensed therapist. Groups will be for a minimum of 5 students and a maximum of 7 students per unit. Programs compose of 1,2, or 3 units. Each unit is 8 weeks. The cost of each unit is 5,950. Sound Soulutions also agrees to providing parent/professional/and community workshops to address mental health issues in the community and improve parenting skills. The cost of each 1-hour stand-alone workshop is $480.00. Sound Soulutions also offers parent skill building series in an 8 week series. Each 8-week series is 5,700. The program provides Individual therapeutic school-based services are also available. Each individual session 50-minute therapeutic session is $200.00 an hour.
    a. The program provides a three-phase unit framework for healing. First unit focuses on building trust, and safety with creating/learning about music and breaking down barriers. Second unit focuses on healing trauma and connecting to self and others. The Third unit deals with integrating healthy relationships and healing relational trauma.

c) Sound Solutions program serves middle students. Program can provide individualized programming based on unique needs. Sound Solutions referral criteria recommendation for selection of students. Student must meet the following criteria:
Traumatizing event (i.e. loss of loved one, divorce, bullied), Poor self-advocacy skills, Poor communication skills, Poor academic and study skills, Poor response to traditional treatment modalities, Demonstrates a "red flag" or concern.

Services Provided: The Provider agrees to provide the following services, materials and/or products: On-site creative art and behavioral health services. Services include, family collateral sessions, skill building

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training to assist youth in improving poor behavioral habits, creating beats/songs to enhance healthy coping, learn DJ skills, create sounds using a beat machine, relaxation techniques, increase self-expression using music/art to improve mindfulness and building positive peer relationship. The provider will provide the following materials to students for learning: beat machines, DJ/music equipment, markers, crayons, paint, lyric books, beads, bracelets, and paper. Additionally Sound Soulutions will provide the results of the pre and posttest after the end of each unit to measure the success of the program and its participants.

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10.12

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: Current Enrollment.

Submitted by: Emmanuel Barbara Title: Interim Superintendent

To the Board of Trustees:

Meeting: August 8, 2024
Regular Board Meeting

Information Only

10.12
Agenda Placement

Emmanuel Barbara, Interim Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Master Enrollment

as of Jul 26, 2024 4:00:21 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	3	10	61	56	52	49	62	55	59	45	50	**502**	0	502	1	503
Adelante 2 K-8	2	20	39	47	41	43	46	43	43	30	15	**369**	0	369	0	369
Aptitud K-8	0	14	19	33	27	39	45	45	60	48	53	**383**	10	393	2	395
Cassell ES	1	14	47	35	38	50	40	43	0	0	0	**268**	23	291	0	291
Chavez ELC	0	29	40	0	0	0	0	0	0	0	0	**69**	4	73	10	83
Cureton ES	0	20	26	32	36	37	41	37	0	0	0	**229**	22	251	0	251
Dorsa ES	2	11	36	28	42	47	53	55	0	0	0	**274**	18	292	0	292
Hubbard K-8	0	9	34	44	40	40	50	44	45	62	48	**416**	7	423	11	434
Linda Vista ES	1	25	48	62	75	71	77	63	0	0	0	**422**	27	449	9	458
LUCHA ES	0	10	22	32	34	35	41	44	0	0	0	**218**	0	218	0	218
Lyndale ES	2	15	33	31	54	46	42	35	0	0	0	**258**	9	267	27	294
McCollam ES	3	18	41	52	56	60	59	69	0	0	0	**358**	37	395	2	397
Meyer ES	0	13	28	37	30	40	33	41	0	0	0	**222**	23	245	5	250
Painter ES	4	36	52	65	49	56	49	51	0	0	0	**362**	1	363	3	366
Russo McEntee ES	2	23	31	46	43	44	48	50	0	0	0	**287**	40	327	0	327
Ryan ES	1	14	37	37	31	41	46	51	0	0	0	**258**	12	270	1	271
San Antonio ES	1	9	27	55	58	49	49	62	0	0	0	**310**	12	322	1	323
George MS	0	0	0	0	0	0	0	0	138	114	139	**391**	1	392	0	392
Ocala MS	0	0	0	0	0	0	0	0	104	138	145	**387**	12	399	0	399
Renaissance 1 MS	0	0	0	0	0	0	0	0	84	125	116	**325**	18	343	0	343
Renaissance 2 MS	0	0	0	0	0	0	0	0	102	105	110	**317**	14	331	0	331
Sheppard MS	0	0	0	0	0	0	0	0	156	157	159	**472**	9	481	0	481
	22	**290**	**621**	**692**	**706**	**747**	**781**	**788**	**791**	**824**	**835**	**7097**	**299**	**7396**	**72**	**7468**