ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BOARD OF TRUSTEES

Regular Board Meeting
February 13, 2025

Regular Board of Trustees Meeting - February 13, 2025 Agenda

Time: 5:30 PM

Location: Alum Rock Union Elementary School District, 2930 Gay Avenue, San Jose, CA 95127; District Board Room.

Code: Regular #25-24/25

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 arrangements.

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/89684267756

Webinar ID: 896 8426 7756

Phone one-tap: +16694449171,,89684267756#

US +16699006833,,89684267756# 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

LAND ACKNOWLEDGEMENT- Board of Trustees of 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 those lands.

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

1. OPEN SESSION - CALL TO ORDER AND ROLL CALL

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

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to, an announcement that an agenda item will be considered out of order, that consideration of an item has been withdrawn, postponed, rescheduled or removed from the Consent Calendar for separate discussion and possible action.

1.3 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

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 / COMMUNICATION

3.1 Teamsters.

3.2 California School Employee's Association (CSEA).

3.3 Alum Rock Educator's Association (AREA).

3.4 Alum Rock Administrator's Association (ARAA).

3.5 Superintendent.

3.6 Board of Trustees/Communications/Comments.

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

4.1 2025 Ballot for CSBA Delegate Assembly - Deadline is March 17, 2025. The Board may vote for no more than 4 candidates in the Region or Subregion as indicated on the ballot. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2025-March 31, 2027. Ballots must be postmarked by the U.S. Post Office on or before Friday, March 17, 2025.

CSBA Delegate Assembly.pdf

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

5.1 **Approval Realty Consulting Services**

Alum Rock solicited a Request for Proposals (RFP) for Realty Consulting Services to provide the following services:

Complete an inventory of existing school facilities and property owned by the District and their current use and develop a plan with recommendations for their potential future use. The District seeks a plan and recommendations for its facilities highest and best use and in the best interest of the District. Potential use may include, but not be limited to, lease, joint use or occupancy, property exchange or surplus property disposition/sale in accordance with applicable Education Code requirements.

The District followed Federal and District guidelines for the RFP by releasing the RFP on Tuesday, December 17, 2024 and publicizing it for two weeks via Challenge News and the ARUSD website. The District followed the process for questions and responses which were posted on Wednesday, January 15, 2025. The proposals were due on Wednesday, January 22, 2025. The Board requested at least three proposals. The District received one proposal from the RFP. Due to the lack of response, the District solicited three additional proposals. The four firms that submitted proposals and met qualifications are: The Academy Group Inc., Terra Realty Advisors, DCG Strategies, and Public Property Advisors. The cost estimates for each firm are:

The Academy Group	Time and Materials hourly rates: $250, $175, $100, 2.5% of sale/lease

Terra Realty Advisors	Time and Materials hourly rates: $310/hr - $95/hr Phase I, not to exceed $59,500.00 plus $1,000 for reimburseables, Total $60,500.00
DCG Strategies	Phase I: $25,000 per site plus $5,000 for Architectural Services, Total $30,000 per site
Public Property Advisors	Phase I: not to exceed $50,000, 3.12% of sale/lease

While all three firms have solid backgrounds and qualifications, we recommend Terra Realty Advisors for Phase I in the amount of $60,500.00 due to the best combination of qualifications and cost.

Realty Consulting Svcs rev Cover.pdf

RFP Realty Consulting Svcs_DComm (The Academy Group Proposal).pdf

RFP Realty Consulting Svcs_DComm (DCG Strategies Proposal).pdf

RFP Realty Consulting Svcs_DComm (Public Prop Advisors).pdf

RFP Realty Consulting Svcs_DComm (Terra Realty Advisors Proposal final).pdf

6. BOND / FACILITIES

6.1 Approve Amendment No. 1 with DSK Architects for additional scope related to the merger of Painter Elementary and Sheppard Middle School.

On December 14, 2023, the Board of Trustees approved the award of a contract to DSK Architects for a fencing project at Painter Elementary and Sheppard Middle School. The scope included site surveys, schematic design, construction design services, and DSA permitting. Work on this project was paused in anticipation of the Boards action as to which schools would close and which would be consolidated.

At the December 2, 2024 Special Board Meeting the Board acted to consolidate Painter Elementary and Sheppard Middle School. In order to accomplish the consolidation of the two schools' both short- and long-term modifications will be necessary in order to align the building and site with the merger goals. The scope of work for this added service is limited to a short-term scope to have the site ready by the start of the 2025/2026 school year. Additional services to cover

the permanent modifications will continue after the start of the 2025/2026 SY.

Some of the short-term modifications include: additional fencing to accommodate pedestrian traffic between the two sites, fencing to prevent lower-grade TK-2 students from accessing the Sheppard backfield, replacement of fencing behind the cafeteria to cover garbage bins, replacement of drinking fountains, resurfacing and restriping of Sheppard parking lot, refurbishment of girls' and boys' bathrooms at Painter Elementary, addition of temporary bathrooms at both Painter and Sheppard. The scope will continue to include surveys, schematic design, construction design, and DSA permitting.

Item	**Amount**
Original Contract Amount	$ 35,824.70
Change Order	$ 6,500.00
Amendment No. 1	$148,000.00

New Contract total
$190,324.70

Cover Amendment No 1 Additional Scope to the Merger of Painter-Sheppard Project with DSK_DComm (backup).pdf

Amendment No 1 Additional Scope to the Merger of Painter-Sheppard Project with DSK_DComm (backup).pdf

7. 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.)

7.1 Approve School Accountability Report Cards (SARC)

California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources and demographics. LEAs are responsible for updating each school's SARC on an annual basis and submitting to the local governing board for approval. SARCs are submitted to the California Department of Education (CDE) and must be posted on the district website.

7.2 Approve Arts Education Month – March, 2025.

March, 2025, has been proclaimed as Arts Education Month.

This resolution proclaims the month of March, 2025, as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and

performing arts. The strategy is to develop and maintain productive, meaningful partnerships with families and communities to ensure the highest quality education for all students.

7.3 Local Control Accountability Plan (LCAP) Timeline (Information Only).

The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). Under the LCFF, LEAs are required to develop an LCAP every three years and provide an Annual Update every year. The LCAP describes how the LEAs intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to Education Code Section 52060(d).

Staff will follow the attached timeline for the 2024-2025 Annual Update and development of the 2025-2026 Local Control Accountability Plan.

7.4 Presentation Mid-year Report on the Annual update to the 2024/25 LCAP and Budget Overview for Parents (Information Only).

Senate Bill 114 requires LEAs to present an update on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.

The report must include the following:

- All available midyear outcome date related to metrics identified in the current LCAP; and,
- All available midyear expenditure and implementation data on all actions identified in the current LCAP.

7.5 Approve Women's History Month – March, 2025.

March, 2025, has been proclaimed as Women's History Month.

This resolution proclaims the month of March, 2022, as Women's History Month and encourages all educational communities to commemorate this occasion with appropriate instructional activities. The strategy is to develop and maintain productive, meaningful partnerships with families and communities to ensure the highest education for all students.

8. 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)

8.1 Approval and Ratification of Tentative Agreement between the Alum Rock Union Elementary School District and Teamsters Local 150, for the period of July 1, 2024 - June 30, 2025.

The District and Teamsters Local 150 reached the attached Tentative Agreement on collective bargaining issues for the period of July 1, 2024 - June 30, 2025.

Cover - Teamsters TA 2.13.25.docx

Teamsters TA 2.13.25.pdf

8.2 Approval and Ratification of Tentative Agreement between the Alum Rock Union Elementary School District and California School Employees Association (CSEA), Chapter #305, for the period of July 1, 2024 – June 30, 2025.

The District and CSEA Chapter #305 reached the attached Tentative Agreement on collective bargaining issues for the period of July 1, 2024 - June 30, 2025.

Cover - CSEA TA 2.13.25.docx

CSEA TA 2.13.25.pdf

8.3 Approval of District Memorandum of Understanding with CSEA Chapter 305

The District and CSEA Chapter 305 reached the attached Memorandum of Understanding regarding the Early Tell Retirement Incentive.

Cover - CSEA MOU.docx

CSEA MOU Retirement Incentive 2025 TA.docx

8.4 Approve Resolution No. 39-24/25 Reducing/Laying Off Classified Employee Services

Given the current state of the District's budget and due to a lack of work and/or funds, the District is forced to consider the elimination of certain services now being provided by classified employees.

Education Code Section 45114, 45115, 45117, 45298, and 45308 set forth the process and procedure that school districts must follow in order to layoff or reduce classified employees for lack of work and/or lack of funds. This procedure requires a board resolution to reduce/layoff classified positions and provided employees with notice no later than March 15th.

Resolution No. 39-2425 - Board Cover.pdf

Resolution No. 39-2425 Classified Reduction.docx

8.5 Approve Resolution No. 41-24/25 Reducing/Laying Off Certificated Employee Services

Given the current state of the District's budget and due to a lack of work and/or funds, the District is forced to consider the elimination of particular kinds of services now being provided by certificated employees.

Resolution No. 41-2425 - Board Cover.pdf

Resolution No. 41-2425 Certificated Layoffs 2.13.25.docx

8.6 Resignations (Information Only)

Pursuant to Board Policy 4117.2 the Superintendent or designee has accepted the following resignations.

Cover - Resignations - 2.13.25.docx

Classified Resignations 2.13.25.doc

Certificated Resignations 2.13.25.docx

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

9.1 Approve the California State Preschool Program (CSPP) Kidango contract for the 2024/2025 SY. This contract adjustment is to add language of Senate Bill (SB)140, for CSPP contractors to issue payment to subcontractors based on the number of children enrolled in a CSPP. Submitted by: Early Learning; Original approved contract was in the amount of $2,893,576.00. A new increase request of $288,648.00 to cover the cost to be encumbered as of July 2024-June 2025 for 96-120 children for twelve months. The total contract amount for the 2024/2025 SY is in the amount of $3,182,224.00 dollars.

A Contract Change Order (POCO) is being submitted requesting adding line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data

Collection (CAPSDAC). The Cost of Care Plus calculations to encumber as of July 2024-June 2025 for 96-120 children at the rate of $211.00 for twelve months is the sum amount of $288,648.00 dollars.

CALIFORNIA-STATE-PRESCHOOL-PROGRAM-KIDANGO.pdf

9.2 Approve the California State Preschool Program (CSPP) Think Together contract for the 2024/2025 SY. This contract adjustment is to add language of Senate Bill (SB)140, for CSPP contractors to issue payment to subcontractors based on the number of children enrolled in a CSPP. Submitted by: Early Learning; original approved contract was in the amount of $1,119,679.00. A new increase request of $121,536.00 to cover the cost to be encumbered as of July 2024-June 2025 for 48 children for twelve months. The total contract amount for the 2024/2025 SY is in the amount of $1,241,215.00 dollars.

A Contract Change Order (POCO) is being submitted requesting adding line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data Collection (CAPSDAC). The Cost of Care Plus calculations to encumber as of July 2024-June 2025 for 48 children at the rate of $211.00 for twelve months is the sum amount of $121,536.00 dollars.

CALIFORNIA-STATE-PRESCHOOL-PROGRAM-THINK-TOGETHER.pdf

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

10.1 **Approve Board Meeting Minutes for the following dates: December 2, 2024, Special Board Meeting; December 19, 2024, Annual Organizational and Regular Board Meeting; January 11, 2025, Board Retreat/Special Board Meeting; January 16, 2025, Regular Board Meeting; January 21, 2025, Special Board Meeting and January 24, 2025, Special Board Meeting.**

Draft Special BM MINUTES of December 2, 2024.pdf Draft December 19, 2024, Meeting Minutes.pdf Draft Special BM MINUTES of January 11, 2025.pdf Draft January 16, 2025 Meeting

Minutes.pdf Draft Special BM MINUTES of January 21, 2025.pdf
Draft Special BM MINUTES of January 24, 2025.pdf

10.2 Notices of Employment and Changes of Status / Human Resources

This item includes recommendations such as new hires, leaves of absence, or other changes in employee status.

Cover - Personnel Report - 2.13.25.docx

Classified Personnel Report 2.13.25.docx

Certificated Personnel Report 2.13.25.docx

10.3 Approve Acceptance of Donations

The District has received donations as summarized on the sheet dated February 13, 2025.

Donations Cover.pdf

Donations_BDocs.pdf

Donations_BDocs (backup).pdf

10.4 Approve Fundraising Activities.

The District has received fundraising requests as summarized on the attached sheet dated February 13, 2025.

Fundraisers Cover.pdf

Fundraisers_BDocs.pdf

Fundraisers_BDocs (backup).pdf

10.5 Approve Acceptance of Vendor & Payroll Warrants.

Summary of Vendor and Payroll Warrants issued during January month of Fiscal Year 2024/2025.

Total of vendor warrants		$ 6,032,994.94
Total of payroll warrants		$ 5,025,251.38
	Total	**$11,058,246.32**

Fundraisers Cover.pdf

Vendor Warrant_DComm.pdf

Vendor Warrant_DComm (backup).pdf

10.6 Approve Bond Contracts/Extensions

The District has received a summarized list of bond contracts/extensions dates February 13, 2025.

Bond Extensions Cover.pdf

Bonds Contracts_Extensions_BDocs.pdf

Bonds Contracts_Extensions_DComm (Sixth Dimension).pdf

10.7 Current Enrollment.

Master Enrollment 2025-01-31.xlsx - Page1_1.pdf

10.8 Approve Contracts for Professional Services-Firms/Organizations

The following contracts for professional services are being presented to the Board of Trustees for review and approval.

Cover Page

FEBRUARY-13-2025-FIRMS-COVER-PAGE.pdf

February-13-2025-Firms.docx

SOCIAL-AND-ENVIRONMENTAL-ENTREPRENEURS-MATH-FESTIVAL.pdf

YMCA-CAMP-CAMPBELL-OUTDOOR-SCIENCE-SCHOOL.pdf

LITERARY-RESOURCES-DBA-HEGGERTY.pdf

HARVEY-M.-ROSE-ASSOCIATES-LLC .pdf

ORENDA.pdf

CREATIVE-WEST-GRAPHIC-SOLUTIONS-LLC.pdf

LDP-INC-DBA-LEADER-SERVICES .pdf

LITTLE-HEROES.pdf

NEXPLORE-LLC.pdf

THINK-TOGETHER-INC.pdf

SILICON-VALLEY-EDUCATION-FOUNDATION.pdf

RESOURCE-AREA-FOR-TEACHING.pdf

ELLIOT-PAUL-SCHLANG-DBA-BIG-SMILES.pdf

THE-FUTURE-TALENT-OF-SILICON-VALLEY.pdf

11. CLOSED SESSION

11.1 ANNOUNCEMENT AND PUBLIC COMMENTS REGARDING ITEMS

TO BE DISCUSSED IN CLOSED SESSION (Government Code Section 54957.7)

11.2 RECESS TO CLOSED SESSION: The Board will recess to Closed Session at approximately 9:00pm. Open Session will resume at the conclusion of Closed Session.

11.3 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

11.4 **CONFERENCE WITH LEGAL COUNSEL—EXISTING LITIGATION (Paragraph (1) of subdivision (d) of Section 54956.9):** (1) Jane Doe 1, et al. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 23CV420187; (2) 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; (3) Jane Doe v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 24CV435022; (4) Jane AHK Doe, et al. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 24CV441079; (5) Jane Doe E.W. v. Alum Rock Union School District, et al., Santa Clara County Superior Court case no. 22CV407905; (6) 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; (7) Jane Doe v. Alum Rock Union Elementary School District, Think Together and New Hope for Youth, Santa Clara County Superior Court case no. 24CV449309, and (8) *Jane ACC Doe v. ARUSD, et al.*(case no. 24CV444348).

11.5 Conference with Labor Negotiators, Employee Organization: AREA (Alum Rock Educators Association); District Negotiators: (1) German Cerda, Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Teresa DeCelles, Assistant Superintendent, Business.

11.6 Conference with Labor Negotiators, Employee Organization: TEAMSTERS; District Negotiators: (1) German Cerda, Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Teresa DeCelles, Assistant Superintendent, Business.

11.7 Conference with Labor Negotiators, Employee Organization: CSEA; District Negotiators: (1) German Cerda, Superintendent; (2) Cesar Torrico, Assistant Superintendent, Human Resources; Lead Negotiator (3) Teresa DeCelles, Assistant Superintendent, Business.

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

11.9 PUBLIC EMPLOYEE APPOINTMENT/EMPLOYMENT (Government Code Section 54957): Title: Chief Bonds Officer.

11.10 Public Employee Performance Evaluation (Gov. Code section 54957): Superintendent.

12. RECONVENE TO OPEN SESSION - DISTRICT OFFICE BOARD ROOM

12.1 Report of Action Taken in Closed Session

13. FUTURE BOARD AGENDA REQUESTS

13.1 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

President adjourns the meeting.

15. Next Meeting (s)

15.1 February 27, 2025 (2024-2025 School Year)

4.1

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: 2025 Ballot for CSBA Assembly.

STAFF ANALYSIS: 2024 Ballot for CSBA Delegate Assembly - Deadline is March 15, 2024. The Board may vote for no more than 4 candidates in the Region or Subregion as indicated on the ballot. All re-elected and newly elected Delegates will serve two-year terms beginning April 1, 2024-March 31, 2025. Ballots must be postmarked by the U.S. Post Office on or before Friday, March 15, 2024

Discussion/Action

Submitted by: German Cerda Title: Superintendent

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Discussion/Action

4.1
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

RECEIVED

FEB 03 2025

REQUIRES BOARD ACTION

January 31, 2025
MEMORANDUM

To: CSBA Member Boards and Odd-numbered County Board Presidents and Superintendents
From: Dr. Bettye Lusk, CSBA President
Re: 2025 Ballot for CSBA Delegate Assembly — **U.S. Postmark Deadline is Mon. March 17**

Enclosed is the ballot material for election to CSBA's Delegate Assembly from your region or subregion. It consists of: 1) the ballot (on red paper) listing the candidates, the reverse side of which contains the names of ALL current members of the Delegate Assembly from your region or subregion; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, provided is a copy of the ballot on white paper to include with your board agenda. **Only the ballot on red paper is to be completed and returned to CSBA. It must be postmarked by the U.S. Post Office on or before Monday, March 17, 2025.**

Your Board may vote for up to the number of seats to be filled in the region or subregion as indicated on the ballot. For example, if there are three seats up for election, the Board may vote for up to three candidates. However, your Board may cast no more than one vote for any one candidate. The ballot also contains a provision for write-in candidates; their name and district or county office must be clearly printed in the space provided.

The ballot must be signed by the Board President, Board Clerk, or Superintendent as a designee of the board, and returned in the enclosed envelope; if the envelope is misplaced, you may use your district's or county office's stationery. Please write **DELEGATE ELECTION** prominently on the envelope along with the region or subregion number on the bottom left corner of the envelope (this number appears at the top of the ballot). If there is a tie vote, a run-off election will be held, and ballots will need to be postmarked on or before April 30. Results will be published by May 11, 2025.

For County Boards of Education Only:

Per Standing Rule 52, in regions with more than one county, each county board of education has one vote to elect the county board member who represents the county board(s) in the region in the Delegate Assembly. One-county regions will appoint the county Delegate. Your county board may vote for only one candidate to fill the Delegate position representing the county boards within your region. Enclosed is the ballot material for election to CSBA's Delegate Assembly of the county board representative from your region. It consists of 1) the ballot (on GREEN paper) listing the candidates, the reverse side of which contains the name of the current member of the Delegate Assembly representing the county boards in your region; and 2) the required candidate biographical sketch form and, if submitted, a resume. In addition, also provided is a copy of the ballot on white paper to include with your board

REQUIRES BOARD ACTION

This complete, **ORIGINAL** Ballot must be **SIGNED** by the Superintendent or Board Clerk and returned in the enclosed envelope postmarked by the post office no later than **MONDAY, MARCH 17, 2025.** Only ONE Ballot per Board. Be sure to mark your vote "✕" in the box. *A PARTIAL, UNSIGNED, PHOTOCOPIED, OR LATE BALLOT WILL NOT BE VALID.*

OFFICIAL 2025 DELEGATE ASSEMBLY BALLOT
REGION 20
(Santa Clara County)

Number of seats: 4 (Vote for no more than 4 candidates)

Delegates will serve two-year terms beginning April 1, 2025 - March 31, 2027

**denotes incumbent*

- ☐ Teresa Castellanos (San Jose USD)*
- ☐ Elisabeth Halliday (Campbell Union HSD)
- ☐ Van Le (East Side Union HSD)*
- ☐ Naomi Nakano-Matsumoto (Fremont Union HSD)
- ☐ Jorge Pacheco Jr. (Santa Clara COE)*
- ☐ George Sanchez (Franklin-McKinley ESD)*
- ☐ Vaishali Sirkay (Los Altos ESD)

COPY

_____ _____
Provision for Write-in Candidate Name *School District*

_____ _____
Signature of Superintendent or Board Clerk *Title*

_____ _____
School District Name *Date of Board Action*

See reverse side for list of all current Delegates in your Region.

REGION 20 – 12 Delegates (11 elected/1 appointed◈)

Director: Devon Conley (Mountain View Whisman SD)

Below is a list of all elected or appointed Delegates from this Region.

***Please note as of 2025, region 20 will have a loss of 2 elected seats and a loss of 1 appointed seat San Jose USD)**

County: Santa Clara
Teresa Castellanos (San Jose USD)◈, appointed term expires 2025
Danielle MS Cohen (Campbell Union SD), term expires 2025
Isabel Jubes-Flamerich (Sunnyvale SD), term expires 2026
Van Le (Eastside Union HSD), term expires 2025
Jodi Muirhead (Santa Clara USD), term expires 2026
Christopher T. Norwood (Milipitas USD), term expires 2025
Jorge Pacheco Jr. (Oak Grove ESD), term expires 2025
Carol Presunka (Cambrian SD), term expires 2026
George Sanchez (Franklin-McKinley ESD), term expires 2025
Jessica Speiser (Los Altos ESD), terms expires 2026
Bridget Watson (Sunnyvale SD), term expires 2025

County Delegate:
Maimona Afzal Berta (Santa Clara COE), term expires 2026

County
Santa Clara

View results

Respondent

47 Anonymous

17:45
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Elisabeth Halliday

3. Full name *

Elisabeth Halliday

4. Region/subregion *

20

5. Name of District or COE *

Campbell Union High School District

6. Years on board *

2

7. Profession

Documentation Specialist

8. Contact number *

408-876-1318

9. Primary email address *

ehalliday@cuhsd.org

10. Are you an incumbent Delegate? *

- ( ) Yes
- (•) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I'd like to serve in a greater capacity. There is a lot at stake in the coming years and I would like a greater role in advocacy for our schools and our students.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I recently completed a 15-month program with CAPP (Cal -State Academic Partnership Program) to earn an Equity Leadership Certificate. This program helps me better advocate for our most vulnerable students and marginalized communities. I've also completed many trainings with the CSBA and continue my professional development to serve our students to the best of my abilities.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Funding is always a challenge, and with that there is a growing urgent need to advocate for the institution of public education, itself, and for the rights of each and every student to receive a high quality education.

View results

Respondent

118 Anonymous

146:05
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Vaishali Sirkay

3. Full name *

Shali Sirkay (Vaishali)

4. Region/subregion *

20

5. Name of District or COE *

Los Altos School District

6. Years on board *

6

7. Profession

Executive Director, Cities Association of Santa Clara County

8. Contact number *

408-455-4154

9. Primary email address *

shalisirkay@gmail.com

10. Are you an incumbent Delegate? *

- ○ Yes
- ◉ No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I want to serve the school districts in our region by raising the level of discussion about the specific issues and concerns that affect us in Region 20. My background in community public health, and the skillset that comes with it, has truly helped me look at issues with a sensitive, solution-driven perspective where the student and family are at the heart of the process. When designing community health programs, you need to understand the community you are serving down to the littlest detail if you want your program to be successful. Likewise, being active in the Santa Clara School Boards Association (SCCSBA) has allowed me to appreciate the insights of my fellow trustees in our county and understand both their unique and common challenges. At SCCSBA, where I am currently the Vice President, I have served as Hoffmann reader, Treasurer and recently joined the Legislative Action Committee (LAC). My experience includes service on my school board (current Board President and in 2021), serving on the board of the Asian Pacific Islander School Board Members Association (APISBMA), Vice Chair of the Santa Clara County Juvenile Justice Commission (current Chair of the Education and Equity Committee), and board member for the Eating Disorders Resource Center (EDRC) and Silicon Valley Urban Debate League (SVUDL). I have experience bringing diverse groups together. Districts working together, both within our region and outside of it, is key to creating the school and policy environments that positively impact our students. This is critical because our concerns cross school district boundaries. From the recent LAC survey, our districts let us know the top concerns in their districts, and addressing these needs is critical to closing the achievement gap, supporting special education and English learner students, and addressing our students' mental health and wellness needs.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been very involved in my community for many years. I have focused my activities on those that support and advocate for children and families. I became a trustee for just that reason. Before joining my board, I co-chaired successful bond and parcel tax campaigns. I am currently Board President and served as Board President in 2021, guiding the transition back to in-person classes. At LASD I served on the District English Language Advisory Committee and the Wellness Committee for several years. I served for three years on the board of the Asian Pacific Islander School Board Members Association (APISBMA), focusing on the needs of our API students. In the previous school year, I joined the leadership of the Santa Clara County School Boards Association, where this year I am the Vice President and member of the Legislative Action Committee (LAC). This particular role has given me insights into the issues that affect our diverse school districts. Since 2019 I have served as a commissioner on the Santa Clara County Juvenile Justice Commission (JJC), where at various points I chaired the Equity & Justice Committee, the Education Committee, and the Education & Equity Committee. In 2024 I became Vice Chair of the JJC. The JJC has given me access to county-wide organizations that focus on breaking the school to prison pipeline and re-integrating our justice-involved youth and foster youth back into their home districts. I also serve on the board of the Eating Disorders Resource Center and the Silicon Valley Urban Debate League (SVUDL). Serving on the SVUDL board in particular has challenged me to think more creatively about how we can address the achievement gap. I am currently also on the board of the Los Altos-Mountain View Community Foundation, where I serve on the Grants and Development Committees. I have served on the board of a mental health organization that served our students, CHAC, where I chaired the Development Committee for 2 years.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The biggest challenge facing governing boards is closing an achievement gap whose root causes are increasing. Not surprisingly, the results of the recent Legislative Action Committee (LAC) survey, where each district was represented, showed that the top four issues facing our region are socioeconomically disadvantaged students, mental health and wellness, special education, and English learners. Each issue alone has an impact on the achievement gap, but the compounding of these issues creates a deeper challenge for governing boards. We need supportive legislative policies that help us address these issues collectively because these issues don't stop at the boundaries of our districts. Of course, lack of funding and unfunded mandates undermine our ability as school districts to address these challenges. Being an optimist, I believe that the opportunities are there as well. One of the best aspects of our county and state school boards associations is that they provide the space for our districts to come together, share their perspectives and insights, and allow for collective, systems-changing solutions to the challenge of closing the achievement gap.

Shali Sirkay (Vaishali), MPH
Overview of Relevant Experience

PROFESSIONAL SUMMARY:
Over 20 years of diverse experience with a proven commitment to addressing issues critical to local and regional communities, using an equity-focused lens and a deep understanding of how the breadth and depth of the Social Determinants of Health create challenges and opportunities in communities.

EDUCATION EXPERIENCE:

- Los Altos School District Board of Trustees (2018-present)
  - Current Board President as well as in 2021

- Santa Clara County Juvenile Justice Commission (2019-present)
  - Current Vice Chair of Commission
  - Chair of the Education and Equity Committee

- Santa Clara County School Boards Association (2018-present)
  - Current Vice President
  - Current member of the Legislative Action Committee
  - Treasurer
  - Hoffmann Reader

- Asian Pacific Islander School Board Members Association (2022-2024)

COMMUNITY AND NONPROFIT BOARD EXPERIENCE

- Los Altos Mountain View Community Foundation
  - Board Member (2022-present)
    i. Member of Governance Committee
    ii. Member of Development Committee
- Board Member, Eating Disorders Resource Center
  - Board Member (2024-present)
- Board Member, Silicon Valley Urban Debate League
  - Board Member (2024-present)
    i. Member of Governance Committee
- CHAC (Community Health Awareness Council)
  - Board Member (2018-2020)
    i. Chair of Development Committee

EDUCATION:
Master of Public Health (Area of Specialization: Health Education and Communication)
Tulane University School of Public Health and Tropical Medicine, New Orleans, LA, December 1998
Bachelor of Arts (Major/Minor: Anthropology/Biology)
Barnard College at Columbia University, New York, NY, May 1995

ADDITIONAL TRAINING:
· Masters in Governance, California School Boards Association
· Toastmasters International, Public Speaking Education
· Techniques of Participation, Facilitator Training

View results

Respondent

123 Anonymous

14:12
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Teresa Castellanos

3. Full name *

Teresa Castellanos

4. Region/subregion *

20

5. Name of District or COE *

San Jose Unified School District

6. Years on board *

12

7. Profession

Immigrant Services Coordinator

8. Contact number *

408-309-3580

9. Primary email address *

tcastellanos@sjusd.org

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I have been a San José Unified School District (SJUSD) Board Member for 12 years. I just got re-elected for a fourth term. I have served as a Delegate to the CSBA Delegate Assembly for the last 6 years. I have enjoyed having the opportunity to keep up with legislation and advocating for higher quality education for California students. My children and I are successful products of SJUSD, and it has been an honor to represent its families. While SJUSD has made strides in improving education for the benefit of all our students, there is still much work to do. I graduated from National University with a masters (MA) degree in Public Administration. I am an Immigrant Services Coordinator with the County of Santa Clara Office of Immigrant Relations where I have worked with the diversity of communities for over 35 years, 27 years have been with Santa Clara County's immigrant communities. As the mother of four San José Unified School District graduates, I am passionate about involving parents in schools.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been a San José Unified Board Member for 12 years previously serving as the Board's representative on the MetroED (Metropolitan Education District) Governing Board. MetroED provides Career Technical Education (CTE) and Adult Education in Santa Clara County for high school and adult students. I have been a professor at San José City College where I taught leadership courses. I have served as the Board's representative on the Standing Advisory Committee on the Voluntary Integration Plan as well as the District English Learners Advisory Committee (DELAC) and have also served on the Community Advisory Committee for Special Education. I have led trainings for parents, staff and leadership on the issues of immigrant integration and inclusion.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The biggest challenge facing governing boards is funding. We move money from one place to another, but we cannot add funding to our districts in a regular manner. We face a teacher shortage, housing issues and shrinking districts. I think CSBA can help address current challenges by broadening the discussion to not only school board members but also families. We are the richest state in the nation. We should be funding education as if it were a priority and our future.

View results

Respondent

113 Anonymous

4323:59
Time to complete

1. I have been... *

- (●) Appointed
- ( ) Nominated

2. Your signature indicates your consent to serve as a Delegate *

Naomi N. Nakano-Matsumoto

3. Full name *

Naomi Nakano-Matsumoto

4. Region/subregion *

20

5. Name of District or COE *

Fremont Union High School District

6. Years on board *

6

7. Profession

Social Worker

8. Contact number *

408-666-9367

9. Primary email address *

naomi_nakano-matsumoto@fuhsd.org

10. Are you an incumbent Delegate? *

- ( ) Yes
- (•) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

Education has always been of high value in my family and has been the pathway for my sisters and I out of poverty. Both of my sisters are educators and I was a school social worker. Public education is one of our country's highest social value, resource, opportunity and hope. Having the ability to serve for the best interests of the FUHSD community and as a social worker with a strong social justice background, I understand that systems have to be able to connect to effect change at the micro and macro levels. Serving on Delegate Assembly would provide the opportunity to put into action my skills, experiences and passion for education and our students.

The skills and experiences I bring are:
*Passion for education and social work/social justice
~4 decade career as a Social Worker with many of those years providing services to students on campuses
~Active PTSA parent, Basketball Team (boys & girls) Parent, School Site Council and general volunteer in my children's schools
*Extensive experience in education, advocacy, organizing and impacting policy from the local to national level through the nonprofits I led
*Understanding of governance and building a strong governance team
~Have held Executive Management positions, including Executive Director for local nonprofits in SCC
~Working with the nonprofit Board of Directors in setting the mission/vision/strategy for service implementation
~As FUHSD Board President, worked with my colleagues in recruiting and hiring a new Superintendent after the retirement of a 20+ year
Superintendent
~Successfully led the district in resolving a highly sensitive issue
~Worked for SCC Supervisor Otto Lee, D3 as an Executive Administrator
*Understanding of the communities we serve through 'boots on the ground' experiences by being out in the community, listening to the
community, engaging with the community and seeing the community.
~Building strong community relationships with stakeholders, decision makers, community partners
~Understanding the factors that impact student/community health and well-being, and academic achievement having worked in mental health,
substance use, poverty and homeless prevention, incarceral system, child welfare, etc.
*Advocacy for equity, justice, inclusion and belonging
~Ensuring that BP's when reviewed were updated to include pronouns and gender neutral identifiers
~Ensuring gender neutral restrooms are available and accessible
~Advocating for By Trustee Area elections
*Serving on nonprofit board of directors, often in leadership positions from local, county, state and national boards
*Leadership Development
~ALF Senior Fellow (American Leadership Forum)
~SPNM (Strategic Perspectives in Nonprofit Management) Harvard Business School
*Working from a Strength Based Model instead of a Deficit Model. Seeing the opportunities for growth, development, restorative practices, success, school connection, etc.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

As a FUHSD School Board Member, I was actively engaged with our schools before my first day of office and continue to be a highly engaged and involved school board Trustee.
*FUHSD
~Beginning my 2nd term as Board President
~Representing FUHSD at various community meetings and events
~Participating in District PD's when appropriate
~Working closely with feeder school districts Board Members
~Listening to and working with staff on areas of concern, i.e. safety of LGBTQ+ staff
*Santa Clara County School Board Association (SCCSBA)
~SCCSBA representative and have served on several committees and projects:
~SCCSBA Legislative Brunch Committee Chair
~SCCSBA Unhoused Students Committee
~Hoffman Award reader
*Develop relationships and working closely with city, county and state elected officials on education issues impacting students
*Asian Pacific School Board Member Association (APISBMA) a statewide organization
~Have served on the Board for 6 years and the Executive Board
~Served as President for 2 terms
~Developed partnerships with the California Latino School Board Association (CLSBA) and was a panel member for one of their plenary sessions
on collaboration at their Unity Conference
*CSBA
~AEC conference attendee
~Served on the Council Of Presidents for 3 years (Meeting of Presidents from the Latino, AANHPI, African American and Native American affinity
groups)
~Completed Masters in Governance
*AAPI LEAD (AAPI Leaders Elected and Appointed) - national organization
~ Asked to serve on their inaugural board as a representative of the School Board Trustees community
~Work closely with elected and appointed AAPI elected leaders on leadership development, advocacy, policy

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Every school and every district faces its on unique challenges, as well as having their own unique strengths and assets. At a state-wide view, there are challenges that will intersect and impact the success of our education system with the proposed changes at the federal level. Therefore it is difficult to speak to one specific challenge facing governing boards in California and how CSBA can address it. Several of the challenges facing governing boards across the state are:
*Funding, budget shortfalls
*Declining enrollment, although this trend might be improving
*Recruitment/hiring/retention of teachers, staff and administrators - especially in DEI hiring to reflect student and school community population
*Proposed implementation of Project 2025 and the negative outcomes from this
*Health and well-being of students and school community

Through its mission, CSBA can help to develop and sustain strong governance teams from the district level, county and state-wide by providing support through training, professional development, strong coalition building, advocacy and policy analysis. Assisting local districts address their unique challenges, while looking at the greater and common good for all students across the state even if a particular issue does not directly impact them. CSBA and California can be the leader in protecting public education for all students in California, and for the nation. I'm confident that in our local strengths, we can come together to face, address and move forward on these challenges in partnership with CSBA.

NAOMI N. NAKANO-MATSUMOTO, MSW
President, Fremont Union High School District
Pronouns: she/her/hers

Naomi is serving her second term as President and Trustee for the Fremont Union High School District Board. She is a Social Worker by profession.

She currently serves as Immediate Past President of APISBMA (Asian Pacific Islander School Board Members Association) and has active leadership roles in the Santa Clara County School Board Members Association.

She has co-founded several organizations and has been an active volunteer/board member of local and state-wide community organizations. She was appointed to the County Commission on the Status of Women and the Housing and Community Development Advisory Committee. Naomi has participated in several highly coveted leadership and DEI programs.

PROFESSIONAL HISTORY

Trustee, Fremont Union High School District Board, 12/18 to present; President, 12/21 to 12/22, 12/24 to present
Director Of Student Services, CASSY
Executive Administrator, Office of SCCSupervisor Otto Lee
Sr Director Of Social Justice YWCA Silicon Valley
Director Of Housing YWCA Silicon Valley
Assistant Director Social Sector Ethics Markkula Center For Applied Ethics, Santa Clara University
Executive Director CHAC
Executive Director West Valley Community Services
Clinical Supervisor/Integrated Services Coordinator City Of Fremont, Family Resource Center
Associate Director Asian American Recovery Services Inc.
Program/Clinical Manager Asian American Recovery Services Inc.
Consultant
- Consultant - Community Health Partnership
- Clinical Consultant - Aspiranet
- Trainer - Anti-Defamation League, A World of Difference
  - Peninsula Training Collaborative
  - National Asian Pacific American Families Against Substance Abuse
- Faculty Advisor Women's Health Leadership
- Oral Examiner California Board of Behavioral Science Examiners
- Co-Director Asian & Pacific Islanders for Reproductive Health
- Youth Conference Coordinator Recovery for East Bay Asian Youth (Rebay) Consortium
- Grant Writer/Social Worker Legal Advocates for Children & Youth, SCC Bar Association Law Foundation

Counselor San Jose State University, Counseling Services
Supervisor/Social Worker Asian Americans for Community Involvement
School Social Worker Denver Public Schools
Social Worker Ii Santa Clara County Department of Social Services
Social Worker Asian/Pacific Center for Human Development
Social Work Intern Asian/Pacific Center for Human Development; Denver
Caseworker Children's Aid Society of Utah
Student Counselor Intern Parkview Community Corrections Center

EDUCATION

Master of Social Work, University of Denver; Specialization: Integrated Practice: Child Welfare Cognate Substance Abuse Certification Program, Awards: Child Welfare Trainee Project
Bachelor of Science - Sociology, Weber State College; Social Work Concentration, Specialization: Criminology and Delinquency

Notable Recognitions:

- Senior Fellow, American Leadership Forum (ALF – Class XXIV).
- 2019 "Certificate of Special Congressional Recognition", US Congressman Ro Khanna
- 2014 "Legacy Award", Sister to Sister/Asian American Recovery Services
- 2013 "Community Impact Honoree", Asian Law Alliance
- 2009 "Woman of the Year" California State Senator Joe Simitian

1/7/2025

View results

Respondent

97 Anonymous

24:18
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

Jorge Pacheco Jr

3. Full name *

Jorge Pacheco Jr

4. Region/subregion *

20

5. Name of District or COE *

Oak Grove School District (2018-2024) and Santa Clara County Office of Education (2024-Present)

6. Years on board *

7

7. Profession

Teacher, Non-Profit CEO/President, Teacher Trainer

8. Contact number *

4087718550

9. Primary email address *

jorge@jorgepachecojr.com

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I hope to continue serving as a delegate with my experiences serving students as a teacher, trustee, and non-profit statewide leader. The gaps holding back our students today are the same ones that held me back as a student. We need delegates with direct experience in knowing what those gaps are and how to navigate them as a student, teacher, and trustee. Having served as a local trustee for 6 years and now as a county trustee, I am able to unite both areas of experience and bring greater synergy for policy proposals that can positively impact both types of LEAs. I also wish to bring my experience as CEO/president of the California Latino School Boards Association where I've guided school board member workforce development at the state-level for the last 5 years.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

• Local School Board activities: elected to the Santa Clara County Board of Education in 2024; elected to the Oak Grove School District in 2018 and served as an OGSD trustee from 2018-2024; graduate of the CSBA Masters in Governance program; led the creation of the OGSD Diversity, Equity, Inclusion, and Belonging Committee, the creation Ethnic Studies Steering Committee where we are implementing Ethnic Studies in middle school classrooms; and the expansion of the Safety Committee where we are assessing safety needs and expanding security initiatives district-wide in partnership between parents, teachers, classified employees and district leadership; served as vice president and board president during my first term at OGSD, leading our district through the height of the COVID-19 pandemic from 2020-21. • Community/County activities: public school Bay Area teacher for more than decade now; co-founded the Digital Equity Coalition, which is a team of trustees and community leaders working to close the digital divide through advocacy and policy; member of the BAYMEC board of directors, where I work to get more LGBTQ+ leaders and allies elected into public office; member of the Santa Clara County School Boards Association Legislative Action Committee. • State-level activities: serving as CEO/president of the California Latino School Boards Association, where I lead a team that organizes state-level conferences and regional events that advocate for educational policies and programs that accelerate Latino/a/x, English Language Learner, and indigenous student and school board member growth.
• National activities: a national award-winning teacher, having earned the Grosvenor Teacher Fellowship from National Geographic and Lindblad Expeditions where I am working with National Geographic staff to expand geographic awareness and an explorer mindset by developing project-based curriculum through my expedition to the Galapagos in 2022. 50 teachers throughout the USA and Canada earn this fellowship every year.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

Given the significant regression in reading and math that the COVID-19 pandemic has caused and the chronic absenteeism that our districts have been working to ameliorate ever since, we need the DA to be a source of innovative policies and ideas in order to make significant change. Also, we need the DA to push forward more bold ideas about ADA reform, so that our funding models for school districts serve students better in high cost-of-living areas, such as the Bay Area. CSBA is one of the most powerful education lobbyists in Sacramento, so using the DA and our policy platforms to push the legislature to prioritize education with greater urgency will be essential as we enter a time when federal education funding will be in flux.

Lastly, I would like to strengthen local governance by creating more opportunities for trustees to gain training for budgeting and fiscal oversight, which is the core responsibility of being a trustee, next to keeping our communities and students safe. Thank you for your consideration and I hope I can earn your support to be re-elected to the CSBA Delegate Assembly.

View results

Respondent

103 Anonymous

166:00
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

George Sanchez

3. Full name *

George Sanchez

4. Region/subregion *

20

5. Name of District or COE *

Franklin-McKinley School District

6. Years on board *

32

7. Profession

Retired School Administrator

8. Contact number *

408-375-9350

9. Primary email address *

george.sanchez@fmsd.org

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

I have served as as Delegate for the past 14 years. This has been a tremendous experience for me. I hope to continue as a Delegate for Region 20 for another two year term. During this time I have been involved in a number of ways at the Delegate Assembly. I have been proud to serve on several committees during this time which have included the Nominations Committee, the Platform Committee, and twice on the Annual Education Conference Committee. This particular committee is responsible for planning the Annual Education Conference that takes place yearly. It has been a great honor to serve on these committees during my tenure on the Delegate Assembly. I have also had the privilege of running for the position of Director of Latino Students. I look to continue my involvement in these diverse committees and work with my fellow Delegates from Region 20 to ensure that our voices are heard on the Delegate Assembly.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

On my School Board, I have held the positions of Clerk, Vice-President, and President. I enjoy visiting the schools in our district and attend as many school functions as possible. This outreach has led to being elected to seven terms on the School Board. I am currently serving as President for the second year in a row. As a School Board Member, I work closely with fellow Board Members, and the Superintendent to increase student test scores and ensure that our students are ready for the high school curriculum when they are promoted to the 9th grade. I also have a very positive relationship with our two unions who have given me their full support during election time. I am also particularly concerned with our second language learners and their needs. This is an area where where I work closely with our Superintendent and district staff to ensure that we have the best programs in place for our ELD population. I also work with our Superintendent and fellow Board Members to seek additional funding for our students. We also maintain a close relationship with our City Council to ensure that we resolve issues that are common to both of us.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

There are different areas that CSBA has to be involved in for the betterment of its members. One area is providing the training necessary for School Board Members to be highly successful in their respective roles. This is especially true with the increased number of newly elected Board Members this past year. CSBA has to continue its Masters in Governance that it offers to the general membership. These courses must be continued and expanded to meet the needs of new Board Members who have just been elected to their respective positions. Another critical area is that of proper school funding for our public school system. CSBA must continue to work closely with our Governor and State Legislature to ensure adequate funding for our public schools. This definitely helps school districts when meeting the fiduciary obligations to its work force and other needs of the district. CSBA also must be ready to help school districts with unexpected crisis that might occur in our public school system such as the Covid Epidemic that very much impacted our schools a short time ago. Many school districts are experiencing the loss of many students and have had to close district schools. CSBA plays an integral part in the success of school districts throughout California and must continue this critical role for the almost six million school children that attend our public schools.

George Sanchez
3293 Montevarchi Street
San Jose, CA. 95136
408-375-9350/george.sanchez@fmsd.org

Objective:

Seeking re-election to the Delegate Assembly from Region 20

Education:

San Jose State University / B.A. Degree in American History /Minor in Spanish
San Jose State University / Ryan Secondary Teaching Credential
University of San Francisco /Administrative Credential/ M.A. Degree in Educational Administration

Professional Summary:

I was involved in education for almost forty years before retiring a few years ago. I very much enjoyed the challenge of motivating and supporting high school students to stay in school and earn their high school diploma. For the past 32 years, I have served on the Franklin McKinley School Board where my four children graduated from our district schools. I now have a grandchild attending our schools.

Professional Experience and Achievements:

- **Served 7 terms as School Board President**
- **Presenter at CSBA Annual Conference**
- **Presenter at CABE Annual Conference**
- **Presenter at San Jose Mayor's Gang Task Conference**
- **President of the Santa Clara County Social Studies Association**
- **Award of Merit presented at CSBA Unity Conference**
- **ACSA Region 8 Administrator of the year in Student Support Services**
- **President of Danzantes de Alegria Mexican Dance Troupe**
- **CSBA Master's in Governance Graduate**
- **Presenter at Annual Latino Role Model Conference**

View results

Respondent

91 Anonymous

31:45
Time to complete

1. I have been... *

- ◯ Appointed
- ◉ Nominated

2. Your signature indicates your consent to be placed on the ballot and serve as a Delegate, if elected *

yes

3. Full name *

Van T Le

4. Region/subregion *

20

5. Name of District or COE *

East side

6. Years on board *

15

7. Profession

Business women

8. Contact number *

408-489-5249

9. Primary email address *

lev@esuhsd.org

10. Are you an incumbent Delegate? *

- (●) Yes
- ( ) No

11. Why are you interested in becoming a Delegate? Please describe the skills and experiences you would bring to the Delegate Assembly. *

- Need to bring the voice of Asian student and representative to the delegate assembly
- Advocate for more budget for school because school cannot afford any more cutting.
- Working and influencing legislators in school issue for safety closing achievement and college readiness .- Need to work closely with legislators to help them understand the most important issues and build some rapport with legislative partners and all delegates.
Bridge the gap and maintain communication between local members and the regional Director for enhancing a support CSBA role.

12. Please describe your activities and involvement on your local board, community, and/or CSBA. *

I have been involved in many local events from business to non-private organization and education since 1984 and have built a strong relationship with city, county, state and federal elected officials to advocate for student and community issues. I have participated in many trips to Sacramento, which were organized by supervisor and now is the senator Dave Cortese to support more school funding. I was elected as executive committee and member of work2future to support finding jobs for students and adults as well member of Rotary club East San Jose, and Evergreen for students 'speech contest and some community involvement. I'm also a founder of the Moon Festival since 1992 which I have continuously developed to support our students and younger generation in maintaining and sharing the tradition each year after COVID-19 the festival raise over 10,000 to provide gift cards during the holidays and brought joy to them and their family. Was involved in APALI and supported and organized the Asian American Heritage month and participated in the ethnic studies.

13. What do you see as the biggest challenge facing governing boards and how can CSBA help address it? *

The biggest challenge facing school board members is Adequate funds, some schools receive more funding than others. CBA can help school board members by finding resources to further the training of board members with budget strategies and mechanics at the stake level. I've been involved with different stakeholders, community groups, and media for over 35 years and I have used social media and engaged community and students through events and contests. As board members, we should strive to bring new ideas, be more creative and think out of the box on the budget challenge and willing to learn from all the districts and find the best solutions to solve problems.



VAN LE

DEDICATED PUBLIC SERVANT

EDUCATION

SAN JOSE STATE UNIVERSITY
Bachelor of Science:
Business Management

DE ANZA COLLEGE
Associate of Arts: Business

EXECUTIVE SUMMARY

As a refugee who worked hard to overcome many barriers, Van Le dedicates her life to serving her community, especially immigrants and refugees' families. She actively serves as a board member of many organizations that support immigrants, homeless students, and women suffering from domestic abuse. In addition, she has served as a board of trustee for East Side Union High School District since 2010 and was elected as Board president in 2015 and 2021. She works diligently with all stakeholders to support the district's vision of creating equitable school communities that welcome and support students as who they are.

CONTACT

408-489-5249
LeV@esuhsd.org

COMMUNITY LEADERSHIP EXPERIENCE

- California School Board Association Delegate (2021-present)
  East Side Union High School District
- School Board of Trustee (2014-present)
  East Side Union High School District East Side Union District
- School Board President (2015 & 2021)
  East Side Union High School District East Side Union District
- Life Time Member
  AVVA - Associates of Vietnam Veterans of American Chapter 201
- Board Member(2012-present)
  Work2future
- Vice President (2008)
  Little Saigon Foundation
- Board Member (2003-2005)
  Viet Heritage Society
- Vice President (2006-2008)
  Association of Vietnamese American in Northern California (VacNorcal)
- Board Member (2010-2012) (2016-2018)
  Boy Scouts of America and Metroed
- Board Member (1993-1995)
  NBC Bay Area: KNTV Channel 11

COMMUNITY LEADERSHIP EXPERIENCE

- Organized Asian American Heritage Festival at Yerba Buena High School (2015 - 2016)
- Have visited wounded soldiers at Palo Alto and Menlo Park hospitals with gifts and entertainment since 2017
- Have donated, helped cook and distributed to homeless monthly in Santa Clara County since Covid 19 2020
- Organized Flag ceremony on the First day of Vietnamese New Year and Black April event at Santa Clara county to commemorate 58k American soldiers and Vietnamese soldiers and boat people and citizens who died to seek for freedom, democracy and human rights (2024)
- Championed & supported student governing board
- Founded and organized Children Moon Festival, the largest Asian festival in the Bay area since 1992 until present. On Sept. 18, 2021, she championed another successful Moon festival at YB high school during the pandemic Covid 19
- Partnered with community organization (Vo Vi Nam Martial Arts) to provide food and sustenance to homeless in San Jose
- Actively organized fundraisers for the McKinney-Vento project to support homeless students in East San Jose
- Organized visits to local nursing homes and juvenile hall
- Delivered food to elderly and assisted small business owners to obtain government funds during the COVID-19 pandemic
- Raised funds for organizations that support of Asian-battered women

COMMUNITY LEADERSHIP EXPERIENCE

- Certificates of commendation and recognition for organizing the 30th Moon Festival from Congressman Ro Khana, State Senator Dave Cortese, State Assembly Ash Kalra, State Assembly Alex Lee, Board Supervisors of Santa Clara county Otto Lee and City of San Jose (2021)
- Certificate of Congressional Recognition from Congresswoman Zoe Lofgren (2018)
- Certificate of Recognition from State Assembly Kansen Chu & Ash Kalra (2016-2017)
- Commendation from City of San Jose for outstanding services to the community (2016)
- Kindred Spirit Award from Children Discover Museum (2007) Santa Clara County Human
- Relations Award- February (2004) Businesswoman of the year from Business Advisor
- Council (2004) Circle of Excellence for Public and Community Service Award (2004)
- Asian American Corporate Achievement Awards (1998)
- Martin Luther King Jr. Good Neighbor Award (1994)

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

5.1

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF TRUSTEES

Date: February 5, 2025

To the Board of Trustees:

Subject: **Approval of Realty Consulting Services**

Staff Analysis: Alum Rock solicited a Request for Proposals (RFP) for Realty Consulting Services to provide the following services:

Complete an inventory of existing school facilities and property owned by the District and their current use and develop a plan with recommendations for their potential future use. The District seeks a plan and recommendations for its facilities highest and best use and in the best interest of the District. Potential use may include, but not be limited to, lease, joint use or occupancy, property exchange or surplus property disposition/sale in accordance with applicable Education Code requirements.

The District followed Federal and District guidelines for the RFP by releasing the RFP on Tuesday, December 17, 2024 and publicizing it for two weeks via Challenge News and the ARUSD website. The District followed the process for questions and responses which were posted on Wednesday, January 15, 2025. The proposals were due on Wednesday, January 22, 2025. The Board requested at least three proposals. The District received one proposal from the RFP. Due to the lack of response, the District solicited three additional proposals. The four firms that submitted proposals and met qualifications are: The Academy Group Inc., Terra Realty Advisors, DCG Strategies and Public Property Advisors. The cost estimates for each firm are:

The Academy Group	Time and Materials hourly rates: $250, $175, $100, 2.5% of sale/lease
Terra Realty Advisors	Time and Materials hourly rates: $310/hr - $95/hr Phase I, not to exceed $59,500.00 plus $1,000 for reimburseables, Total $60,500.00
DCG Strategies	Phase I: $25,000 per site plus $5,000 for Architectural Services, Total $30,000 per site
Public Property Advisors	Phase I: not to exceed $50,000, 3.12% of sale/lease

While all four firms have solid backgrounds and qualifications, we recommend Terra Realty Advisors for Phase I in the amount of $60,500.00 due to the best combination of qualifications and cost.

Recommendation: Staff recommends that the Board approve Terra Realty Advisors to perform the Realty Consulting Services for the District in the amount of $60,500.00 based on level of service and pricing.

Submitted by: Teresa DeCelles JD Title: Assistant Superintendent, Business Services

To the Board of Trustees:

Recommend Approval

5.1
Agenda Placement

Meeting: February 13, 2025
Regular Board Meeting

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

REQUEST FOR PROPOSAL

RFP No. 2425-BUS01

FOR

REALTY CONSULTING SERVICES

Deadline: 2:00 p.m., Wednesday, January 22nd, 2025

Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127
http://www.arusd.org

For Information Contact:
Teresa DeCelles
Assistant Superintendent, Business Services
2930 Gay Avenue
San Jose, CA 95127
408-928-6839
Teresa.DeCelles@arusd.org

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INVITATION AND BACKGROUND

NOTICE IS HEREBY GIVEN that the Alum Rock Union Elementary School District ("District") is seeking proposals from qualified firms to provide realty consulting services. RFP is available at: https://www.arusd.org/district/departments/business-services/purchasing/bids .
The District will receive sealed proposals up to, and no later than, 2:00:00 p.m. on Wednesday, January 22, 2025.

Qualified persons, firms and organizations are invited to submit ONE (1) paper copy and one (1) electronic version on a flash drive. Proposals shall be submitted in a sealed envelope, no later than 2:00:00 p.m. on Wednesday, January 22, 2025 clearly marked RFP No. 2425-BUS01 – Realty Consulting Services. Each firm is responsible for the delivery of their proposals. If the proposal is delivered late or to the wrong address, by any delivery method, the bidder bears full responsibility.

FAX OR EMAIL PROPOSALS WILL NOT BE ACCEPTED. Proposals received after the above stated time and date will be returned to the vendor unopened. The selection process may include a screening review and evaluation of the proposals. The time clock in the Purchasing Department will be used as the official timestamp. Sealed proposals will be received at:

Alum Rock Union Elementary School District
Purchasing Department
Attn: Teresa DeCelles,
Assistant Superintendent of Business Services
2930 Gay Avenue
San Jose, CA 95127

District office hours are Monday through Friday, 7:30 a.m. to 4:30 p.m. All questions or requests for clarification regarding this RFP should be submitted via email to Ms. Teresa DeCelles at Teresa.DeCelles@arusd.org no later than 4:00:00 p.m. (California time) on Friday, January 10, 2025.

All proposals received as part of this solicitation become the property of the District and shall be considered public record. The cost to prepare and submit the proposal(s) is at the sole expense of each firm. The emphasis of your proposal should be on completeness, adherence to directions and format requirements, brevity, and clarity of content.

Alum Rock Union Elementary School District reserves the right to postpone selection for its own convenience, to withdraw this Request for Proposals at any time, and to reject any and all proposals without indicating any reason for rejection; or to negotiate with any, all, or none of the respondents to the RFP. This RFP does not obligate Alum Rock Union Elementary School District to negotiate a contract. Proposals will not be returned. No compensation shall be paid for any work related to preparation of any proposals. No amount of work is guaranteed.

Contact with any individual(s) in the District, other than the individual(s) specifically named herein, is prohibited, and may result in rejection of the proposal.

The Alum Rock Union Elementary School District serves students in grades TK - 8th, as well as special education and preschool programs. The District has 22 campuses, along with a central district office.

District demographics and quick facts:

Enrollment	7,300 (approx.)
Grades	TK – 8
Employees	1,000 (approx.)
Board of Trustees	Five elected board members

TENTATIVE TIMELINE

The anticipated schedule for completion of this RFP is shown below.
Please note: Dates are subject to change:

Milestone	Date
Release of Request For Proposal (RFP)	Tuesday, Dec 17, 2024
Deadline for Questions/Clarifications	4:00:00 p.m. (PST) on Friday, January 10, 2025
Responses to Request for Clarification (all responses posted on district website)	2:00:00 p.m. (PST) Wednesday, January 15, 2025
Proposal Due Date	2:00:00 p.m. (PST) on Wednesday, January 22, 2025

CONTRACT PERIOD

It is the intent of this Request for Proposal to award a one-year contract, with the opportunity to renew for additional periods, after successful negotiations between the district and the firm(s).

Awarded firm will be required to fill out the district's Independent Contractor Agreement for Services and components (see samples attached, pages 7-14).

OVERVIEW OF SCOPE OF WORK

Alum Rock Union Elementary School District seeks a real estate consulting firm ("Consultant") to provide facilities evaluation asset management guidance and related support services (collectively, "Services"). Any firm selected based on this RFP process must be capable of providing full real estate consulting with respect to the Services in accordance with the District's form of the Independent Contractor Agreement for Services attached hereto.

These Services will be provided by the Consultant to complete an inventory of existing school facilities and property owned by the District and their current use and develop a plan with recommendations for their potential future use. See Exhibit D for list of the school sites and Exhibit E for the boundary maps. The District seeks a plan and recommendations for its facilities highest and best use and in the best interest of the District. Potential use may include, but not be limited to, lease, joint use or occupancy, property exchange or surplus property disposition/sale in accordance with applicable Education Code requirements.

Firm(s) will be selected based on proposals, qualifications and demonstrated competence in providing the Services that may include, but not be limited to, the following general categories of work:

1. Accurately identify asset type, location, age, and quality;

2. Develop a comprehensive inventory of Alum Rock School District facilities, identifying District needs and surpluses; See Exhibit D for list of the school sites and Exhibit E for the boundary maps.

3. Advise District on options for potential use;

4. Formulate reliable projections of potential revenue according to future use or surplus property disposition/sale;

5. Meet with District staff and committee in order to deliver Services and complete deliverables;

6. Attend meetings of the Board of Trustees to present progress reports, updates, and deliverables;

7. Prepare a final report that includes recommendations on the highest and best use of District facilities, including rationale, projected revenue and budget;

8. Assist Alum Rock School District in carrying out activities related to each selected future use/disposition of District surplus facilities.

This description of Services is provided for guidance only as part of the RFP. A proposal submitted in response to this RFP will include an approach and work plan that demonstrates the Consultant's understanding of this description and shall contain significant detail to define the tasks and the approaches the Consultant intends to perform to complete the work. The Consultant's work plan will also demonstrate the ability to complete the required work within the term of the contract and shall contain a detailed schedule, showing the task sequence, time required for each task and subtask, and total time estimated to perform the work. The schedule will also indicate target dates, deliverables, milestones, and review periods on the schedule.

REFERENCES

Contractors submitting an RFP must provide a minimum of four (4) references in which similar contracts have been provided to school or educational organizations. This reference list must include the name, address, and telephone number of a key contact person and a brief description of the services provided.

COST PROPOSAL

Contractors must describe and define all costs associated with an annual contract for Realty Consulting Services. The proposal cost must include all costs for services in order to perform in accordance with the scope of services.

CONTACT PERSON

All questions and inquiries regarding the Request for Proposal specifications should be directed to Teresa DeCelles, Assistant Superintendent of Business Services, Teresa.DeCelles@arusd.org

PROPOSAL EVALUATION

Proposals will be evaluated by and decided on by the Administration. Select proposals meeting all requirements may be asked to present an oral presentation in which key areas of the proposal will be discussed. At the presentation meeting, questions and clarifications, if any, will be addressed by the school system and contract negotiation may be exercised.

Proposals will be evaluated based on the following criteria:

1. Qualifications of the proposer;

2. Demonstrated expertise and past experience in conducting similar services;

3. Service, functions, and capabilities proposed;

4. Cost of proposal; and
5. Contract terms.

SUMMARY

It is the responsibility of the proposer to submit a proposal that best meets the requirements outlined in this Request for Proposal (RFP). The proposer may elect to include information not requested and the content of the proposal shall be at the discretion of the Proposer. It is the intent of the district to award a contract(s) for Realty Consulting Services as a result of this RFP; the school district reserves the right to reject any or all such proposals that it deems not in the best interest of the district and/or students. This Request for Proposal and the proposal submission shall be the basis for a contract award.

SAMPLE AGREEMENT ONLY
RFP NO. 2425 – BUS01
Realty Consulting Services

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: _____(School/Dept.) VENDOR NO. _____

Submitted by: _____

☐ **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: _____

   Address: _____ City: _____ State: _____

   Zip: _____

   Phone: (_____) _____ Email Address: _____

   SSN: _____ or Fed I.D. # _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on _____, 20 _____, and will diligently perform as required and complete performance by _____, 20_____, 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").

   _____

   _____

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)

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	Accountant Initials

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

This Independent Contractor Agreement for Services ("Agreement") is made and entered into as of the _____ day of _____, 20____, by and between the Alum Rock Union School District ("District") and _____ ("Contractor"), (together, "Parties").

RECITALS

WHEREAS, Government Code section 53060 authorizes District to contract with and employ any person for the furnishing of special services and advice in financial, economic, accounting, legal, or administrative matters if such person is specially trained and experienced and competent to perform the special services required;

WHEREAS, Public Contract Code section 20111 authorizes Districts to contract with and employ any person for the furnishing of non-construction services, if the contract amount is no greater than the annually adjusted statutory limit, which is $114,500 in 2024;

WHEREAS, the District duly determined that it needs some or all of the services (collectively, "Services") to be provided pursuant to this Agreement; and

WHEREAS, Contractor is specially trained and experienced and competent to perform the services required by District, and those services are needed on a limited basis.

NOW, THEREFORE, the Parties agree as follows:

TERMS

1. **Submittal of Documents**. Contractor shall not commence the Services under this Agreement until Contractor has submitted and District has approved the certificate(s) and affidavit(s), and the endorsement(s) of insurance required as indicated below:

   _____ Signed Agreement
   _____ Workers' Compensation Certification
   _____ Fingerprinting/Criminal Background Investigation Certification
   _____ Insurance Certificates and Endorsements (**include** sexual misconduct if working with students)
   _____ W-9 Form
   _____ Tuberculosis Clearance (Exhibit B)
   _____ Gifts and Conflicts of Interest Policy (Exhibit C)
   _____ Other: _____

2. **Materials**. Contractor shall furnish, at its own expense, all labor, materials, equipment, supplies and other items necessary to complete the services to be provided pursuant to this Agreement. Notwithstanding the foregoing, District shall not be responsible for any damages to persons or property as a result of the use, misuse or failure of any Equipment used by Contractor or Contractor's agents, personnel, employee(s), and/or subcontractor(s), even if such Equipment is furnished, rented or loaned to Contractor by the District.

3. **Independent Contractor**. Contractor, in the performance of this Agreement, shall be and act as an independent contractor. Contractor represents and warrants that: (A) Contractor is free from the control and direction of District in connection with the performance of the Services, both under the Agreement and in fact; (B) Contractor's Services are outside the usual course of District's business; and (C) Contractor is customarily engaged in an independently established trade, occupation, or business of the same nature as that involved in the Services.

   Contractor understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of District, and are not entitled to benefits of any kind or nature normally provided employees of District and/or to which District's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Workers' Compensation. Contractor shall assume full responsibility for payment of all federal, state and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to Contractor's employees. By checking the applicable box below, Contractor hereby represents and warrants to District the following:

   ☐ Contractor is and shall be a resident of the State of California or is otherwise exempt from withholding. To the extent an exemption is sought, Contractor will provide District with appropriate evidence including, without limitation, FTB Form 590. Contractor shall still be responsible for payment of all state and federal taxes.

   ☐ Contractor is not a resident of the State of California or otherwise not exempt from withholding, and Contractor authorizes District to withhold from all payments made to Contractor under this Agreement all taxes required to be withheld by law. (See, e.g., California Revenue & Taxation Code section 18661 et seq.)

4. **Performance of Services**.

   4.1. **Standard of Care**. Contractor represents that Contractor has the qualifications and ability to perform the Services in a professional manner, without the advice, control or supervision of District in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

   4.2. **Safety and Security**. Contractor is responsible for maintaining safety in the performance of this Agreement.

5. **Disputes**. In the event of a dispute between the parties as to performance of the Services, the interpretation of this Agreement, or payment or nonpayment for work performed or not performed, disputes may be determined by mediation if mutually agreeable, otherwise by litigation. If a claim, or any portion thereof, remains in dispute upon satisfaction of all applicable dispute resolution requirements, Contractor shall comply with all claims presentation requirements as provided in Chapter 1 (commencing with section 900) and Chapter 2 (commencing with section 910) of Part 3 of Division 3.6 of Title 1 of Government Code as a condition precedent to Contractor's right to bring a civil action against District. For purposes of those provisions, the running of the time within which a claim must be presented to District shall be tolled from the time Contractor submits its written claim until the time the claim is denied, including any time utilized by any applicable meet and confer process. Pending resolution of the dispute, Contractor agrees it will neither rescind the Agreement nor stop the performance of the Services.

6. **Termination.**

6.1. **For Convenience by District.** District may, at any time, with or without reason, terminate this Agreement and compensate Contractor only for services satisfactorily rendered to the date of termination. Written notice by District shall be sufficient to stop further performance of services by Contractor. Notice shall be deemed given when received by Contractor or no later than three (3) calendar days after the day of mailing, whichever is sooner.

6.2. **With Cause by District.** District may terminate this Agreement upon giving of written notice of intention to terminate for cause. Cause shall include material violation of this Agreement by Contractor; or any act by Contractor exposing District to liability to others for personal injury or property damage.

Written notice by District shall contain the reasons for such intention to terminate and unless within three (3) calendar days after that notice the condition or violation shall cease, or satisfactory arrangements for the correction thereof be made, this Agreement shall upon the expiration of the three (3) calendar days cease and terminate.

7. **Indemnification.** To the furthest extent permitted by California law, Contractor shall indemnify and hold harmless District, its Governing Board, agents, representatives, officers, consultants, employees, trustees, and volunteers (the "Indemnified Parties") from any and all claims arising out of, pertaining to, or relating to the negligence, recklessness, or willful misconduct of Contractor. Contractor shall, to the furthest extent permitted by California law, defend the Indemnified Parties at Contractor's own expense, from any and all Claim(s) and allegations relating thereto with counsel approved by District where such approval is not to be unreasonably withheld.

8. **Insurance.**

8.1. Contractor shall procure and maintain at all times it performs any portion of the Services the following insurance with minimum limits equal to the amount indicated below.

Type of Coverage	**Minimum Requirement**
Commercial General Liability Insurance, including Bodily Injury, Sexual Misconduct, Personal Injury, Property Damage, Advertising Injury, and Medical Payments	
Each Occurrence	$ 1,000,000
General Aggregate	$ 2,000,000
Automobile Liability Insurance - Any Auto	
Each Occurrence	$ 1,000,000
General Aggregate	$ 2,000,000
Professional Liability Insurance	$ 1,000,000
Workers' Compensation Insurance	Statutory Limits
Employers' Liability Insurance	$ 1,000,000
Abuse and Molestation Insurance	
Each Occurrence	$ 1,000,000
General Aggregate	$ 2,000,000

8.2. **Proof of Insurance.** Contractor shall not commence performing any portion of the Services until all required insurance has been obtained and certificates indicating the required coverage have been delivered in duplicate to District and approved by District.

9. **Compliance with Laws**. Contractor shall observe and comply with all rules and regulations of the governing board of District and all federal, state, and local laws, ordinances and regulations. If Contractor performs any work that is in violation of any laws, ordinances, rules or regulations, without first notifying the District of the violation, Contractor shall bear all costs arising therefrom.

10. **Certificates/Permits/Licenses/Registrations**. Contractor and all Contractor's employees or agents shall secure and maintain in force such certificates, permits, licenses, and registrations as are required by law in connection with the furnishing of Services pursuant to this Agreement.

11. **Anti-Discrimination**. It is the policy of the District that in connection with all work performed under contracts there be no discrimination against any employee engaged in the work because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age and therefore the Contractor agrees to comply with applicable Federal and California laws including, but not limited to the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and District policy. In addition, the Contractor agrees to require like compliance by all of its subcontractor(s).

12. **Fingerprinting**. The Fingerprinting/Criminal Background Investigation Certification must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services. Contractor expressly acknowledges that the following conditions shall apply to any work performed by Contractor and/or Contractor's employees on a school site:

    12.1. All site visits shall be arranged through the District;

    12.2. Contractor and Contractor's employees shall inform District of their proposed activities and location at the school site, allowing District time to arrange site visits without a disruption to the educational process;

    12.3. Contractor and/or Contractor's employees shall check in with the school office each day immediately upon arriving at the school site;

    12.4. Once at such location, Contractor and Contractor's employees shall not change locations without contacting the District;

    12.5. Contractor and Contractor's employees shall not use student restroom facilities; and

    12.6. If Contractor and Contractor's employees find themselves alone with a student, Contractor and Contractor's employees shall immediately contact the school office and request that a member of the school staff be assigned to the work location.

13. **Tuberculosis-Clearance.** The Tuberculosis Clearance Certification (Exhibit B) must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.

14. **Business Gifts and Conflicts of Interest Policy**. The Business Gifts and Conflicts of Interest Policy (Exhibit C) must be completed and attached to this Agreement prior to Contractor's performing of any portion of the Services.

15. **Limitation of District Liability**. Other than as provided in this Agreement, District's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall District be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of or in connection with this Agreement for the services performed in connection with this Agreement.

16. **Notice**. Any notice required or permitted to be given under this Agreement shall be deemed to have been given, served, and received if given in writing and either personally delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt required, or sent by overnight delivery service, or facsimile transmission or electronic mail, addressed as follows:

District:	**Contractor:**
Alum Rock Union School District	[NAME]
2930 Gay Avenue	
San Jose, CA 95127	_____
Fax: _____	Fax: _____
Email: _____	Email: _____
ATTN: _____	ATTN: _____

Any notice personally given or sent by facsimile transmission or electronic mail shall be effective upon receipt. Any notice sent by overnight delivery service shall be effective the business day next following delivery thereof to the overnight delivery service. Any notice given by mail shall be effective three (3) calendar days after deposit in the United States mail.

17. **Integration/Entire Agreement of Parties**. This Agreement constitutes the entire agreement between the Parties and supersedes all prior discussions, negotiations, and agreements, whether oral or written. This Agreement may be amended or modified only by a written instrument executed by both Parties.

18. **California Law**. This Agreement shall be governed by and the rights, duties and obligations of the Parties shall be determined and enforced in accordance with the laws of the State of California.

19. **Venue**. The Parties further agree that any action or proceeding brought to enforce the terms and conditions of this Agreement shall be maintained in the county in which District's administrative offices are located.

20. **Waiver**. The waiver by either party of any breach of any term, covenant, or condition herein contained shall not be deemed to be a waiver of such term, covenant, condition, or any subsequent breach of the same or any other term, covenant, or condition herein contained.

21. **Severability**. If any term, condition or provision of this Agreement is held by a court of competent jurisdiction to be invalid, void or unenforceable, the remaining provisions will nevertheless continue in full force and effect, and shall not be affected, impaired or invalidated in any way.

22. **Interpretation**. No provision of this Agreement shall be interpreted for or against a party because that party or its legal representative drafted such provision, and this Agreement shall be construed as if jointly prepared by the Parties.

23. **Signature Authority**. Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been properly authority and empowered to enter into this Agreement.

24. **Counterparts**. This Agreement may be executed in one or more counterparts, each of which shall be deemed an original. A facsimile or electronic signature shall be deemed to be the equivalent of the actual original signature. All counterparts so executed shall constitute one Agreement binding all the Parties hereto.

25. **Incorporation of Recitals and Exhibits**. The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

[REMAINDER OF PAGE INTENTIONALLY BLANK; SIGNATURE PAGE FOLLOWS]

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT APPROVALS:

Program Manager: _____ Date: _____

Director of Fiscal Services: _____ Date: _____

Asst. Supt., Bus. Services: _____ Date: _____

IN WITNESS WHEREOF, the Parties hereto have executed this Agreement on the date indicated below.

Dated: _____, 20___

Alum Rock Union School District:

By: _____

Print Name: Germán Cerda

Print Title: Superintendent

Dated: _____ 20____

Contractor:

By: _____

Print Name: _____

Print Title: _____

Information regarding Contractor:

License No.: _____

Address: _____

_____

Telephone: _____

Facsimile: _____

E-Mail: _____

Type of Business Entity:
____ Individual
____ Sole Proprietorship
____ Partnership
____ Limited Partnership
____ Corporation, State: _____
____ Limited Liability Company
____ Other: _____

_____:
Employer Identification and/or
Social Security Number

NOTE: Section 6041 of the Internal Revenue Code (26 U.S.C. 6041) and Section 1.6041-1 of Title 26 of the Code of Federal Regulations (26 C.F.R. 1.6041-1) requires the recipients of $600.00 or more to furnish their taxpayer information to the payer. In order to comply with these requirements, District requires Contractor to furnish the information requested in this section.

WORKERS' COMPENSATION CERTIFICATION

Labor Code Section 3700 in relevant part provides:

> Every employer except the State shall secure the payment of compensation in one or more of the following ways:
>
> - By being insured against liability to pay compensation by one or more insurers duly authorized to write compensation insurance in this State.
>
> - By securing from the Director of Industrial Relations a certificate of consent to self-insure, which may be given upon furnishing satisfactory proof to the Director of Industrial Relations of ability to self-insure and to pay any compensation that may become due to its employees.

I am aware of the provisions of Section 3700 of the Labor Code which require every employer to be insured against liability for workers' compensation or to undertake self-insurance in accordance with the provisions of that code, and I will comply with such provisions before commencing the performance of the Services of this Agreement.

Date: _____

Name of Contractor: _____

Signature: _____

Print Name and Title: _____

(In accordance with Article 5 – commencing at Section 1860, Chapter 1, part 7, Division 2 of the Labor Code, the above certificate must be signed and filed with District prior to performing any Services under this Agreement.)

FINGERPRINTING AND CRIMINAL BACKGROUND CHECK CERTIFICATION
(NON-CONSTRUCTION CONTRACTS)

In accordance with the Department of Justice fingerprint and criminal background investigation requirements of Education Code section 45125.1 et seq.

With respect to the Independent Contractor Agreement for Services ("Agreement") between the Alum Rock Union School District ("District") and _____ ("Contracting Party"):

One of the boxes below must be checked with regard to Contracting Party and Contracting Party's personnel (officers, principals, paid or unpaid employees, volunteers, agents, subtenants and subcontractors of Contracting Party who will provide services under the Agreement) ("Contracting Party's Personnel") and the arrangements verified by an authorized representative of District prior to commencement of the Agreement.

- ☒ Fingerprinting/Background Check requirements do not apply because Contracting Party/Contracting Party's Personnel will not have any interaction with District pupils based on the type of service being provided, the location at which services will be provided, or for other reason (Specify):

  _____

- ☒ Contracting Party/Contracting Party's Personnel qualify for a waiver of fingerprint/criminal background check requirements on the following basis:

  - ☐ The services provided by Contracting Party/Contracting Party's Personnel are for an emergency or exceptional situation, such as when pupil health or safety is endangered or when repairs are needed to make school facilities safe and habitable. [Ed. Code, §45125.1(b)]

  - ☐ Contracting Party/Contracting Party's Personnel will have no interaction with District pupils that is not under the immediate supervision and control of the pupil's parent/guardian. Enter details of parental supervision:

    _____

    _____

  - ☐ Contracting Party/Contracting Party's Personnel will have no interaction with pupils that is not under the immediate supervision and control of a District employee who has been properly fingerprinted and undergone background checks. Enter details of District employee supervision arrangements:

    _____

    _____

- ☒ Contracting Party is a sole proprietor who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee, and in accordance with the fingerprinting requirements of Education Code section 45125.1(h), hereby agrees to the District's preparation and submission of fingerprints so that the California Department of Justice may determine (A) that Contracting Party has not been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). No work or action under the Agreement shall commence until the Department of Justice ascertains that Contracting Party has not been convicted of a felony as defined in Government Code Section 45122.1.

- [x] Contracting Party is not a sole proprietor and has complied with the fingerprinting requirements of Education Code section 45125.1 with respect to all Contracting Party's Personnel who may interact with District pupils not under the immediate supervision of a pupil's parent, guardian or District employee during the term of the Agreement, and the California Department of Justice has determined (A) that none of Contracting Party's Personnel has been convicted of a felony, as that term is defined in Education Code section 45122.1 and/or (B) that the prohibition does not apply to an employee as provided by Education Code section 45125.1(e)(2) or (3). When the Contracting Party performs the criminal background check, it shall immediately provide any subsequent arrest and conviction information it receives to the District pursuant to the subsequent arrest service. A complete and accurate list of Contracting Party's Personnel who may come in contact with District pupils during the course and scope of the Agreement is attached hereto. No work or action under the Agreement shall commence until the Department of Justice ascertains that none of Contracting Party's Personnel has been convicted of a felony as defined in Government Code Section 45122.1.

CONTRACTING PARTY CERTIFICATION

I am a representative of the Contracting Party entering into this Agreement with the District, and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of the Contracting Party. By signing below, I certify that the information contained on this certification form is accurate. I understand that it is Contracting Party's sole responsibility to maintain, update, and provide the District with current "Fingerprint and Criminal Background Check Certification" information for all Contracting Party's Personnel throughout the duration of the Agreement. **A list of Contracting Party's Personnel is attached hereto as Attachment A.**

Date: _____

Contracting Party: _____

Signature: _____

Print Name: _____

Title: _____

Exhibit B

TUBERCULOSIS-CLEARANCE

The undersigned does hereby certify to the governing board of the District as follows:
I am a representative of the Contractor currently entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.
Contractor's responsibility for tuberculosis clearance extends to all of its employees, subcontractors, and employees of subcontractors coming into contact with District pupils regardless of whether they are designated as employees or acting as independent contractors of the Contractor.
Contractor certifies that at least one of the following items applies to the services that are the subject of the Agreement:

☐ The Contractor has **complied** with the tuberculosis requirements of Education Code section 49406.1 with respect to all Contractor's employees and all of its subcontractors' employees who may have contact with District pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those employees has active tuberculosis, as that term is defined in Education Code section 45122.1. A complete and accurate list of Contractor's employees and of all of its subcontractors' employees who may come in contact with District pupils during the course and scope of the Agreement is attached hereto.

☐ Contractor's will not have contact, other than limited contact, with District pupils, pursuant to Education Code section 45125.2. District shall ensure the safety of the pupils by at least one of the following as marked:

_____ The installation of a physical barrier at the worksite to limit contact with pupils.

_____ Contractor's services under the Agreement are to be provided at an unoccupied school site only and/or will not be done on any District property and no employee and/or subcontractor or supplier of any tier of Agreement shall come in contact with District pupils.

Must be completed by Contractor's authorized representative.

I am a representative of the Contractor entering into this Agreement with the District and I am familiar with the facts herein certified, and am authorized and qualified to execute this certificate on behalf of Contractor.

Date: _____

Name of Contractor or Company: _____

Signature: _____

Print Name and Title: _____

OR

☐ **To be completed by authorized District employee only.**

Contractor's services under the Agreement will be provided at a school. Contractor employees and/or subcontractor or supplier of any tier of Agreement shall **NOT** come in contact with District pupils. Contractor's employees will not have direct contact with District pupils and the District will take appropriate steps to protect the safety of any pupils while executing this contract. As an authorized District official, I am familiar with the facts herein certified, and am authorized to supervise the contract, employees and execute this certificate on behalf of the District.

Date: _____

District Representative's Name and Title: _____

Signature: _____

Exhibit C

Business Gifts and Conflicts of Interest Policy Notice

The following is Alum Rock Union Elementary School District's (ARUSD) policy on business gifts and conflicts of interest. Please sign and return a copy of this policy, acknowledging that you have received it and agree to abide by its terms. We also ask that you circulate the policy to any individuals in your organization that have contact with ARUSD employees.

1. Selection criteria. Vendors are selected based on the quality, timeliness, and cost of the service and/or product they provide. All business decision for ARUSD are to be based solely on what is in the best interest of ARUSD.
2. No gifts. ARUSD employees may not solicit or accept gifts, rewards, payment, commissions, gratuities, discounts, or services of any kind or value from anyone having or seeking business with ARUSD except as follows:
    a) unsolicited token gifts such as food, flowers, and promotional items inscribed with the supplier's or customer's logo or business name, with nominal values generally not exceeding $470 in a calendar year.
    b) business-related functions or meals, so long as the function is necessary and the value and frequency of business meals are not excessive.
3. No personal benefit for employees. ARUSD employees may not have any personally beneficial financial dealings with any individual or business organization that furnishes merchandise, supplies, property, or services to ARUSD. This includes arrangements to receive loans (other than bank loans), commissions, royalties, stock ownership, or anything of value. ARUSD employees are also prohibited from purchasing items for personal use from vendors.
4. Personal investments. ARUSD employees directly concerned with the purchase of merchandise and services from supplier firms, including management personnel with approval authority, may not make investments in those companies, other than normal stock and bond market transactions.
5. No benefit for relatives; disclosure required. ARUSD employees may not make or influence any decision that could directly or indirectly benefit a relative and should disclose to ARUSD whenever a relative has a significant interest in a transaction or a significant relationship with an ARUSD vendor.
6. All employees covered. This policy applies to all ARUSD officers, managers, and employees. Violations of this policy may result in disciplinary action, up to and including termination.
7. Penalties for vendors. Any vendor who violates this policy shall be subject to the immediate and permanent loss of ARUSD business.

As a valued vendor of ARUSD, please acknowledge your receipt of this policy and your agreement to abide by it.

Received and agreed to on behalf of vendor by:

Signature: _____

Printed_____

Name: _____

Title: _____ Date: _____

Vendor Name: _____

Vendor Address: _____

CONFLICT OF INTEREST CERTIFICATION

All respondents shall respond to each of the following questions to determine whether any actual or perceived conflict of interest exists.

PRINT NAME _____

TITLE OF OFFICER _____

NAME OF COMPANY _____

As part of your Certification, please respond to the following

questions listed below:

1. Have you or any of your team members or consultants been employed by the District in the last three years? [Yes] [No] If your answer is "Yes", please provide the following information:

   a. Full-time employee? [Yes] [No]
   Part-time employee? [Yes] [No]
   As-needed employee? [Yes] [No]
   Consultant? [Yes] [No]
   Other? Please explain below

   Explain: _____

   b. Dates of employment/employment contract/consulting contract?

   c. Which department(s) did employee(s) work at the District?

   d. Name of Supervisor(s)?

   e. Describe job duties and responsibilities for each District position held.

   f. Last date of employment?

2. Does (has) any District Board Member or District employee have (had) a business position, or serve as an Officer, Partner or Shareholder in your company? [Yes] [No] If the answer is "Yes", please providing the following information:

   a. Name(s) of the Board Member(s) or employee(s)?

   b. Title/position with your company

   c. If anyone is (was) District Board Member or employee, what percentage of your company's shares does he/she own

3. Are any of your former employees or consultants presently employed by the District? [Yes] [No] If the answer is "Yes", please provide the following information for each employee:

   a. Name of former employee(s)?

   _____

   _____

   b. Position/title with your company?

   _____

   _____

   c. Please describe their duties and responsibilities for each position held at your company.

   _____

   _____

   d. Dates of employment?

   _____

   _____

I declare under Penalty of Perjury, under the laws of the State of California, that the above mentioned statements are true and correct to the best of my knowledge, and this declaration was executed on:

_____ _____,20____; in the

Month Day

_____ _____

City State

_____

Signature

_____

Printed Name

_____

Title

ATTACHMENT "A"

Contracting Party's Personnel

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

Name/Company: _____

If further space is required for the list of personnel, attach additional copies of this page.

NONCOLLUSION DECLARATION TO BE EXECUTED BY BIDDER AND SUBMITTED WITH RFP

(Public Contract Code section 7106)

The undersigned declares:

I am the _____ of _____, the party making the foregoing bid.

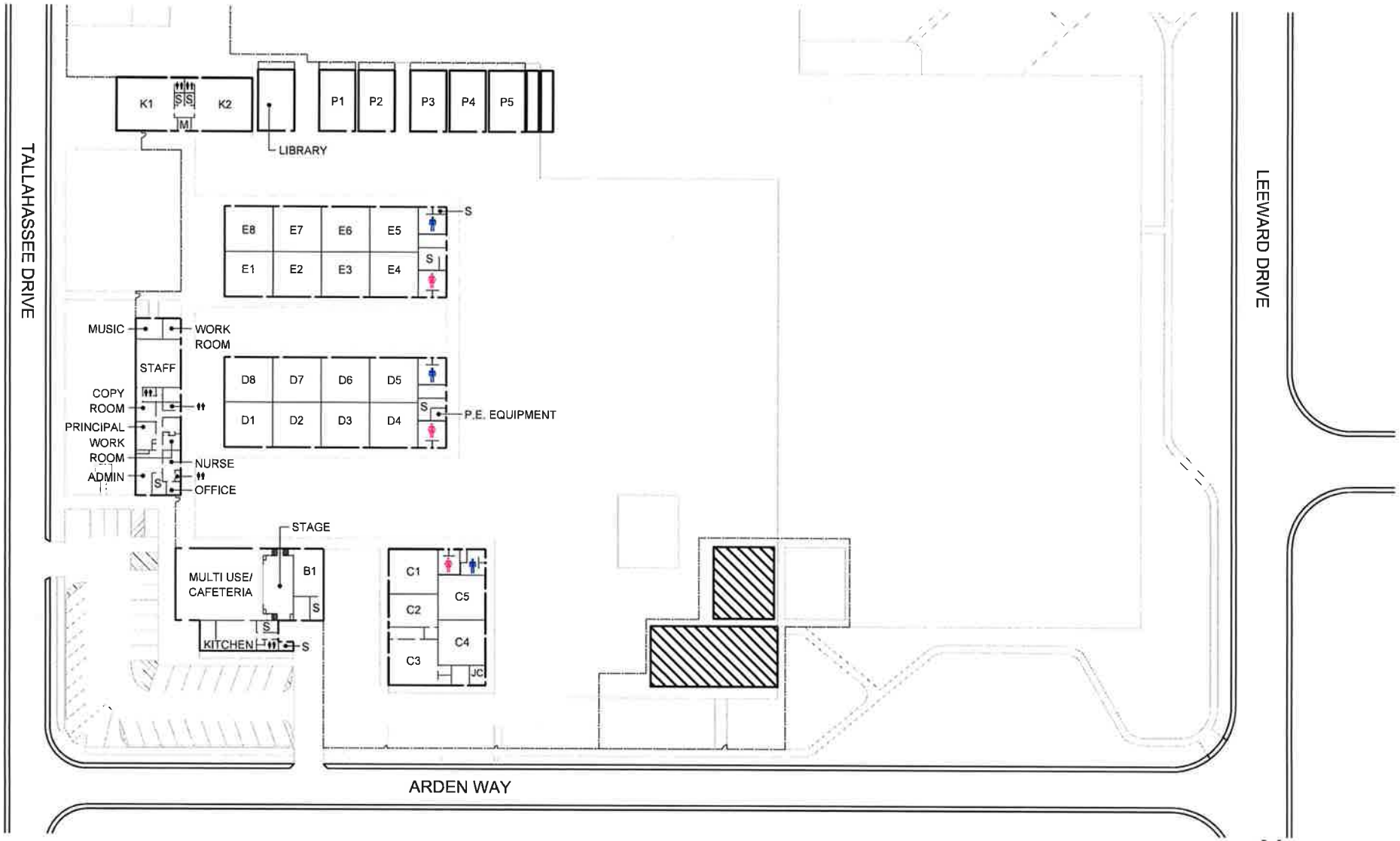
The bid is not made in the interest of, or on behalf of, any undisclosed person, partnership, company, association, organization, or corporation. The bid is genuine and not collusive or sham. The bidder has not directly or indirectly induced or solicited any other bidder to put in a false or sham bid. The bidder has not directly or indirectly colluded, conspired, connived, or agreed with any bidder or anyone else to put in a sham bid, or to refrain from bidding. The bidder has not in any manner, directly or indirectly, sought by agreement, communication, or conference with anyone to fix the bid price of the bidder or any other bidder, or to fix any overhead, profit, or cost element of the bid price, or of that of any other bidder. All statements contained in the bid are true. The bidder has not, directly or indirectly, submitted his or her bid price or any breakdown thereof, or the contents thereof, or divulged information or data relative thereto, to any corporation, partnership, company, association, organization, bid depository, or to any member or agent thereof, to effectuate a collusive or sham bid, and has not paid, and will not pay, any person or entity for such purpose.

Any person executing this declaration on behalf of a bidder that is a corporation, partnership, joint venture, limited liability company, limited liability partnership, or any other entity, hereby represents that he or she has full power to execute, and does execute, this declaration on behalf of the bidder.

I declare under penalty of perjury under the laws of the State of California that the foregoing is true and correct and that this declaration is executed on _____[date], at _____[city], _____[state].

EXHIBIT D
LIST OF SCHOOL SITES
(See attachments for Site Map)

2025-2026 School Year Closure	
Cassell ES	(Attachment 1)
Cureton ES	(Attachment 2)
Dorsa ES	(Attachment 3)
George MS	(Attachment 4)
Meyer ES	(Attachment 5)
2026-2027 School Year Closure	
Adelante I	(Attachment 6)
Adelante II	(Attachment 7)
2025-2026 Consolidation/Redesign	
L.U.C.H.A. ES (Consolidation)	(Attachment 8)
Ben Painter ES (Consolidation)	(Attachment 9)
Aptitud Academy (Redesign)	(Attachment 10)
Hubbard Media Arts Academy (Redesign)	(Attachment 11)
Cesar Chavez Early Learning Center (Redesign)	(Attachment 12)

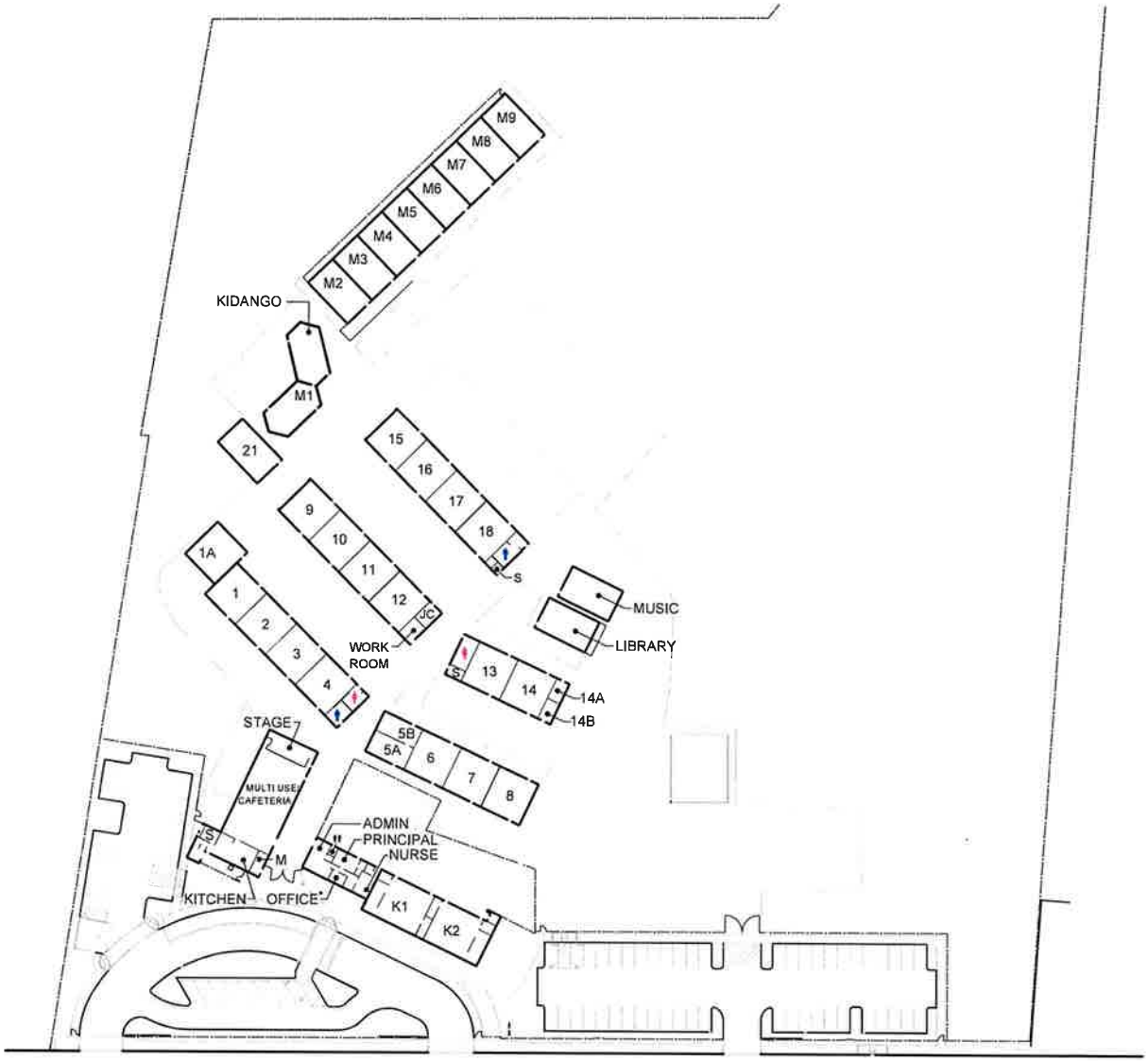


CASSELL ELEMENTARY SCHOOL

1300 TALLAHASSEE DRIVE, SAN JOSE, CA 95122

SITE MAP

ATTACHMENT 1



CURETON ELEMENTARY SCHOOL

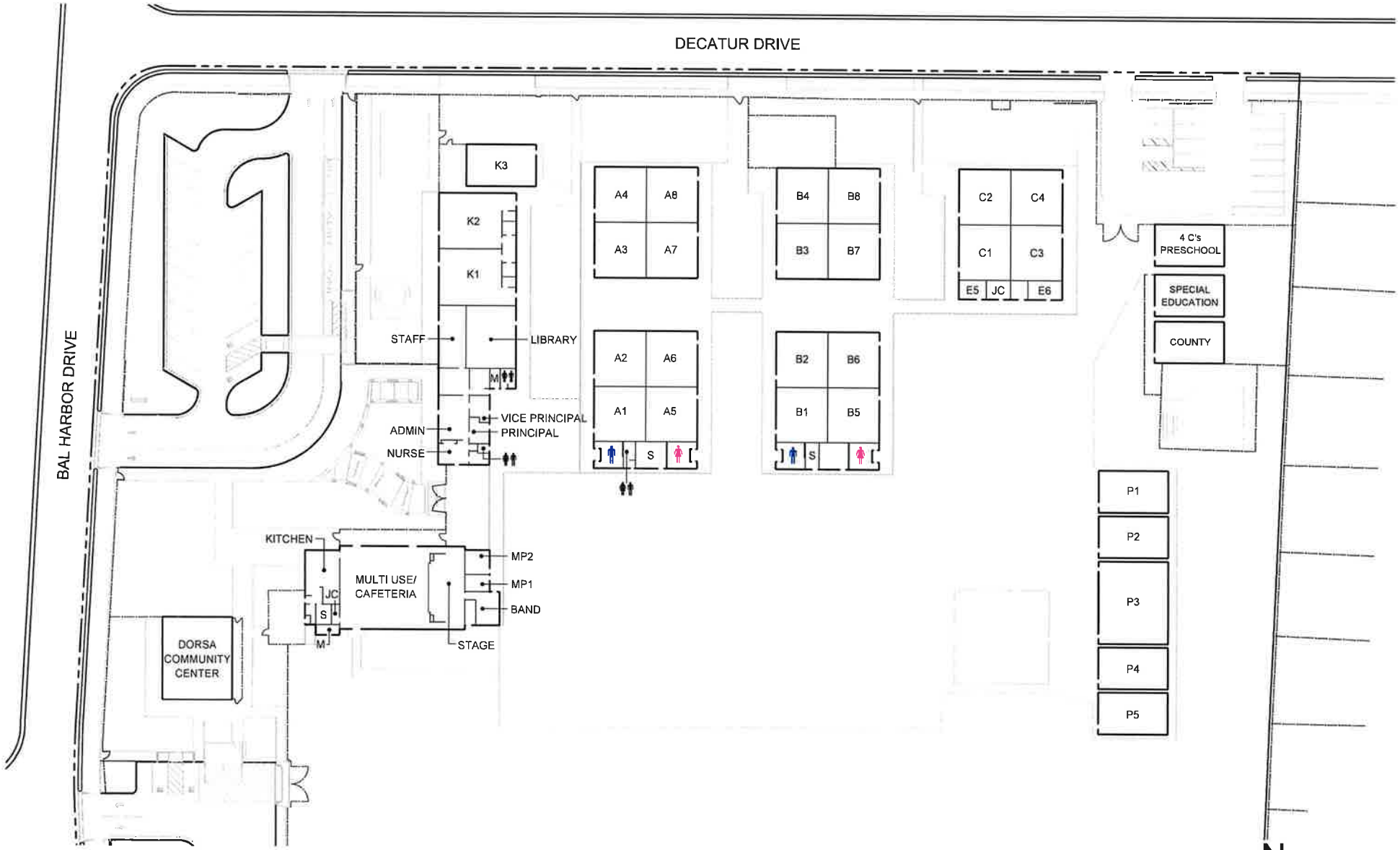
3720 EAST HILLS DRIVE, SAN JOSE, CA 95127

SITE MAP

ATTACHMENT 2

0 80 160

N

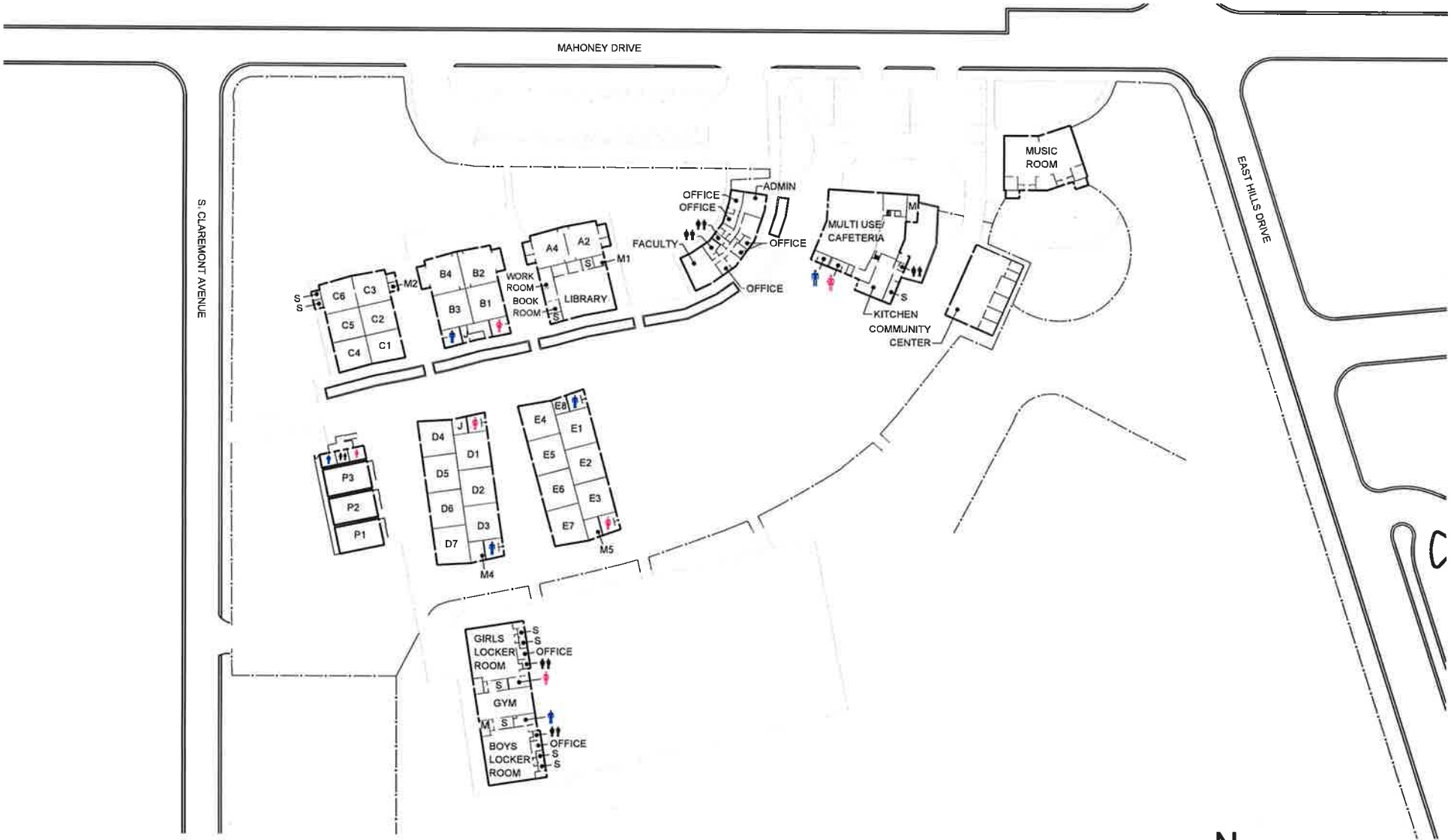


DORSA ELEMENTARY SCHOOL

1290 BAL HARBOR DRIVE, SAN JOSE, CA 95122

SITE MAP

ATTACHMENT 3



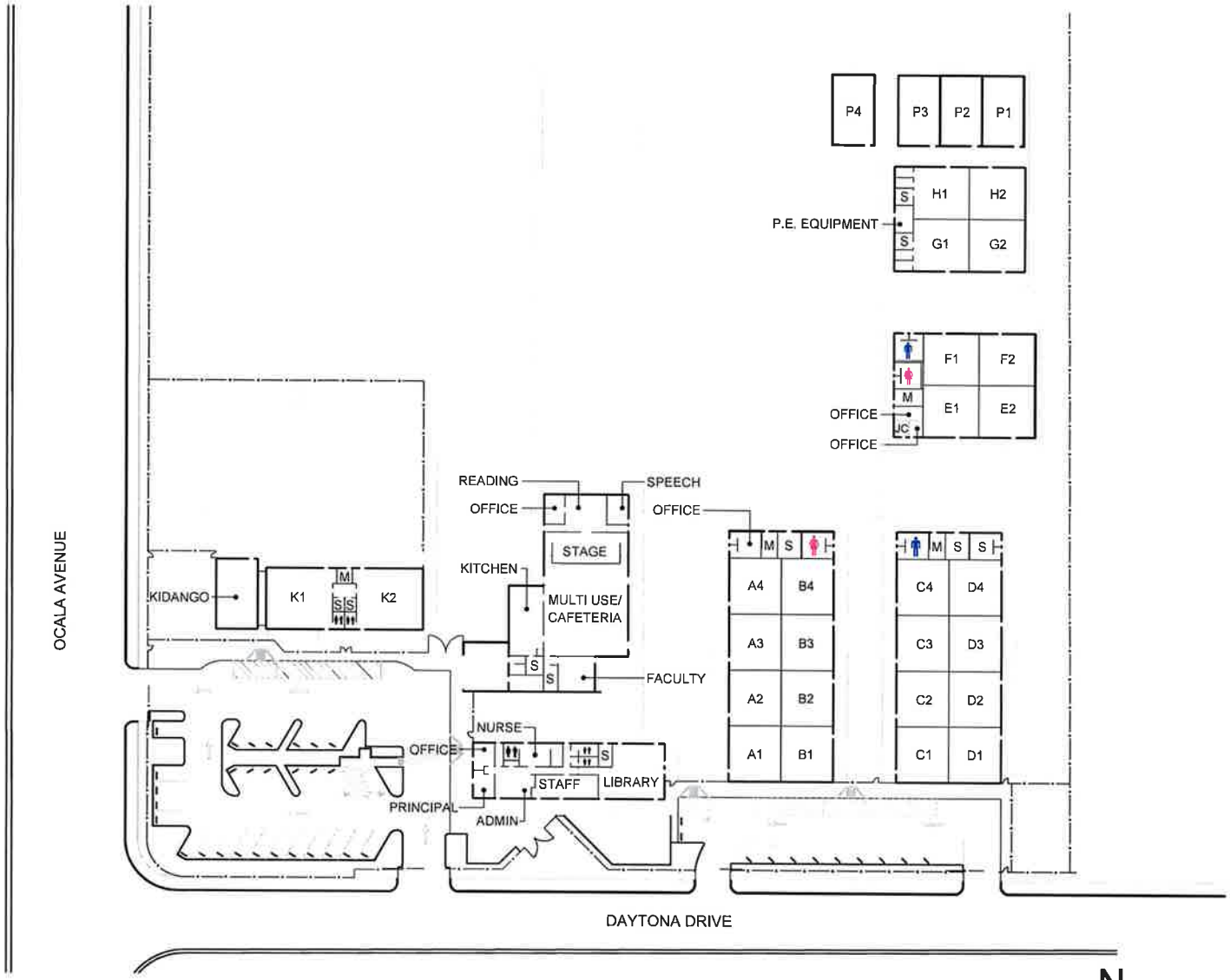
GEORGE MIDDLE SCHOOL

277 MAHONEY DRIVE, SAN JOSE, CA 95116

SITE MAP

ATTACHMENT 4

0 80 160



MEYER ELEMENTARY SCHOOL

SITE MAP

1824 DAYTONA DRIVE, SAN JOSE, CA 95122

ATTACHMENT 5

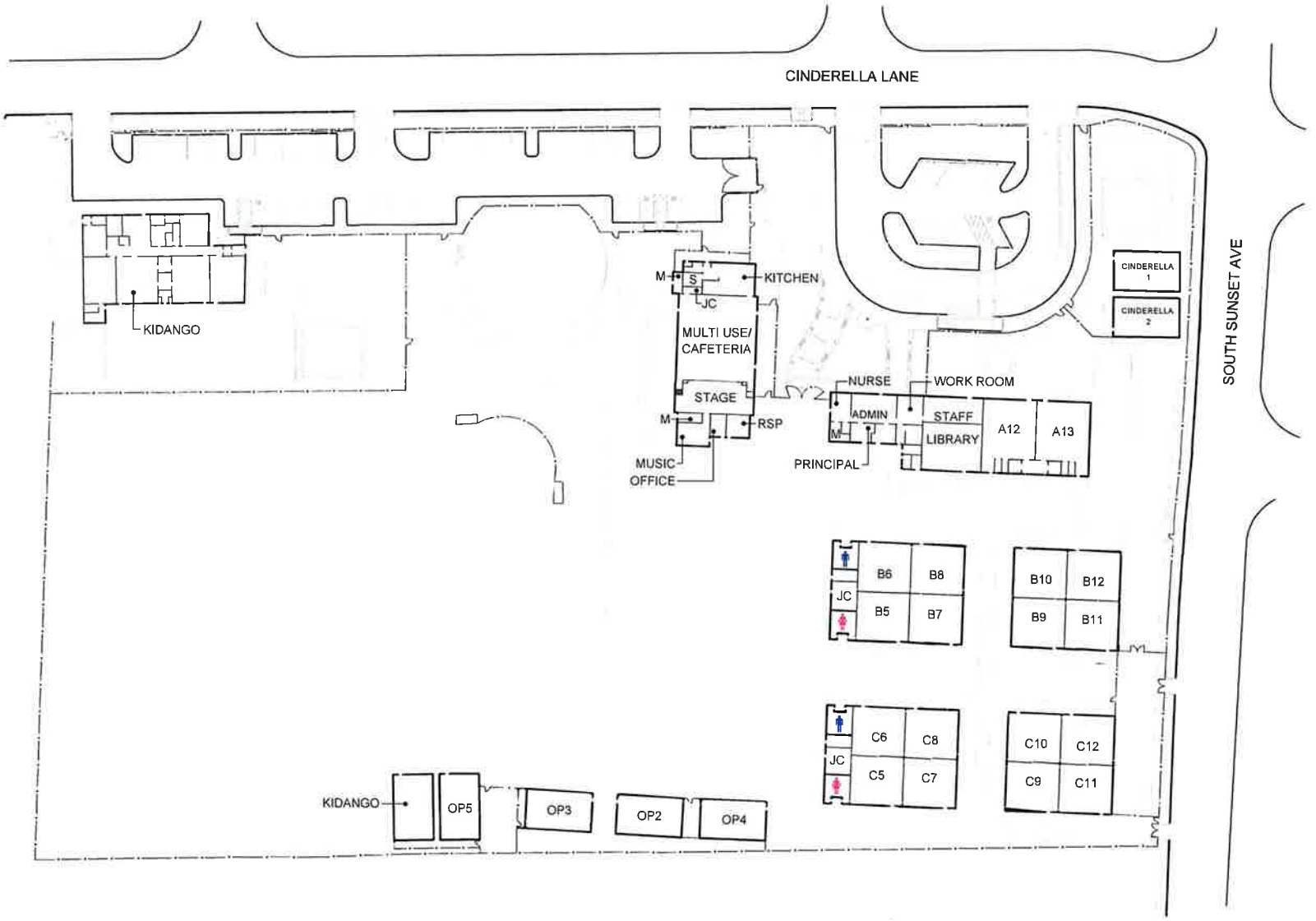


ADELANTE I ELEMENTARY SCHOOL

2999 RIDGEMONT AVENUE, SAN JOSE, CA 95127

SITE MAP

ATTACHMENT 6

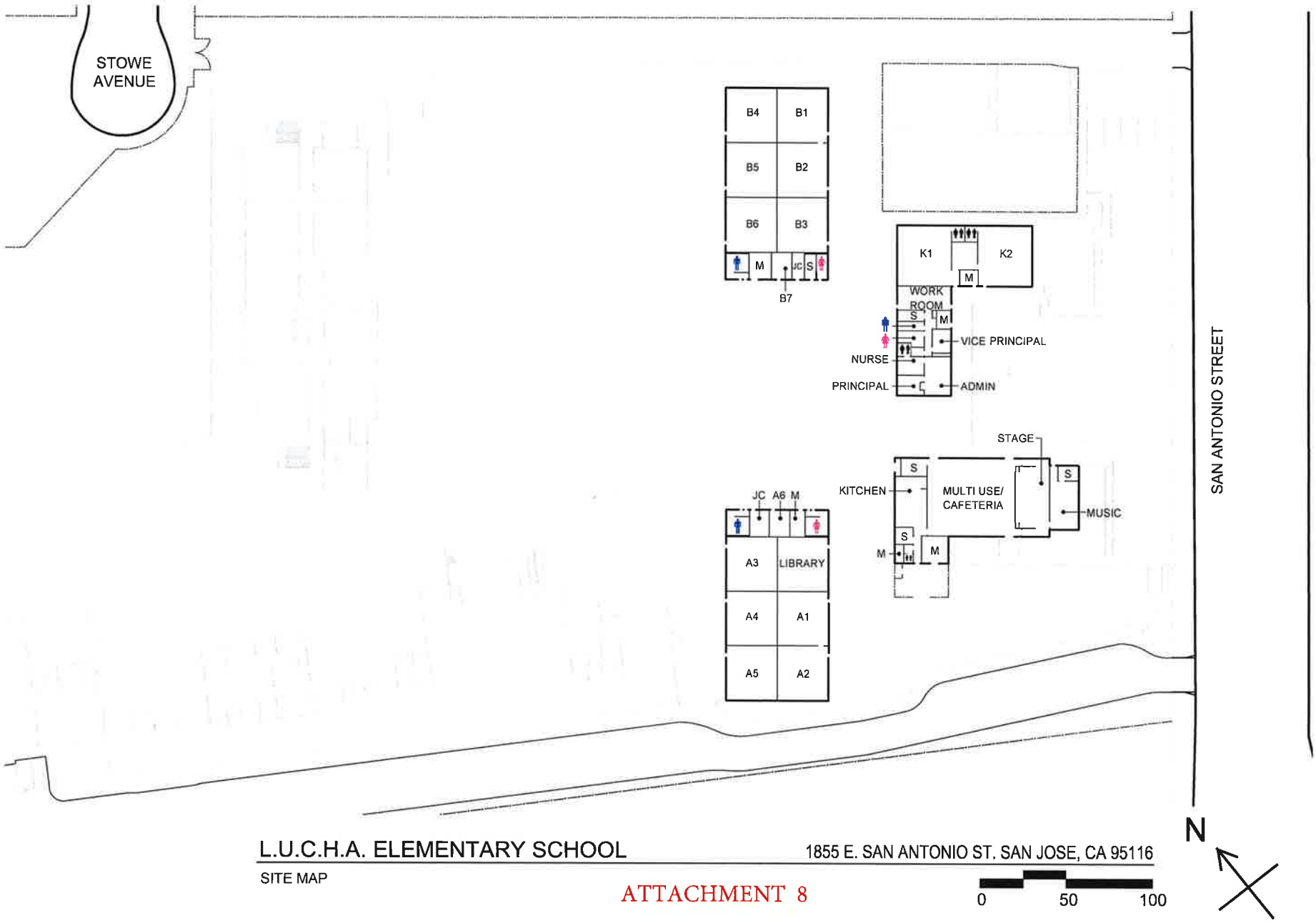


ADELANTE II ELEMENTARY SCHOOL

1970 CINDERELLA LANE, SAN JOSE, CA 95116

SITE MAP

ATTACHMENT 7

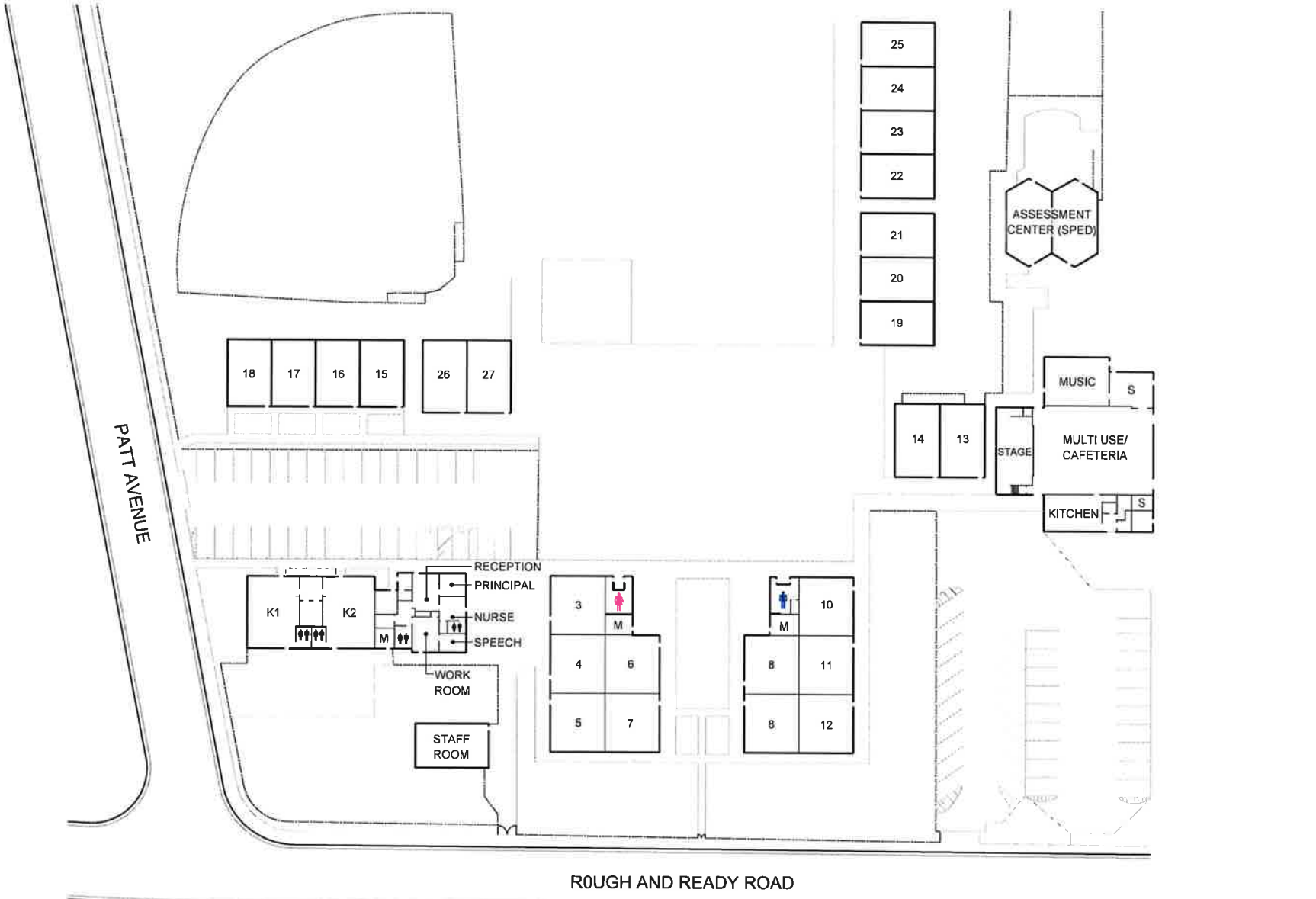


L.U.C.H.A. ELEMENTARY SCHOOL

1855 E. SAN ANTONIO ST. SAN JOSE, CA 95116

SITE MAP

ATTACHMENT 8



PAINTER ELEMENTARY SCHOOL

500 ROUGH AND READY ROAD, SAN JOSE, CA 95133

SITE MAP

ATTACHMENT 9

N

0 50 100



APTITUD ACADEMY ELEMENTARY SCHOOL

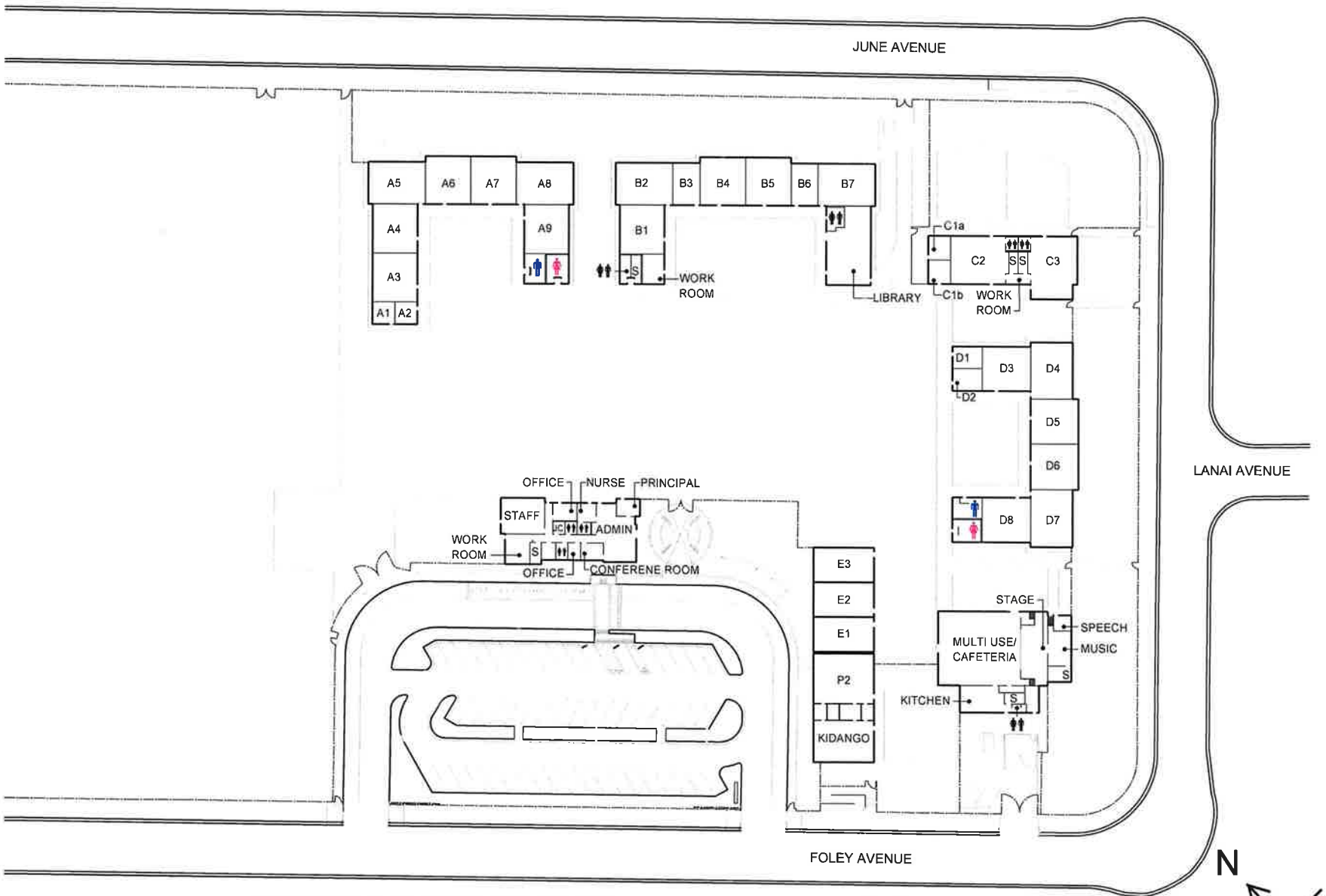
2475 VAN WINKLE LANE, SAN JOSE, CA 95116

SITE MAP

ATTACHMENT 10

0 60 120

N

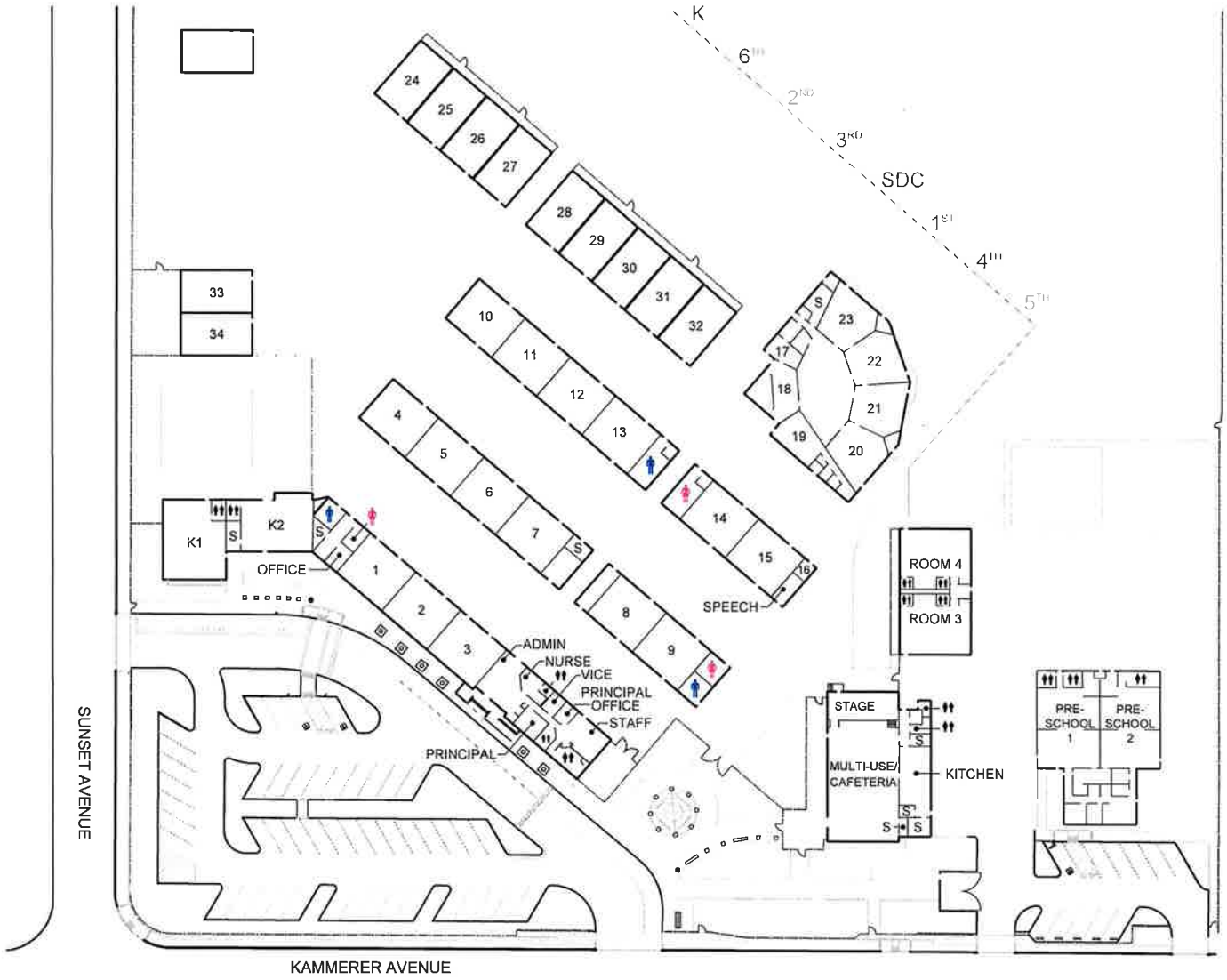


HUBBARD ELEMENTARY SCHOOL

ALUM ROCK UNION SCHOOL DISTRICT

1680 FOLEY AVENUE, SAN JOSE, CA 95122

ATTACHMENT 11



CHAVEZ ELEMENTARY SCHOOL

2000 KAMMERER AVENUE, SAN JOSE, CA 95116

SITE MAP

ATTACHMENT 12

N

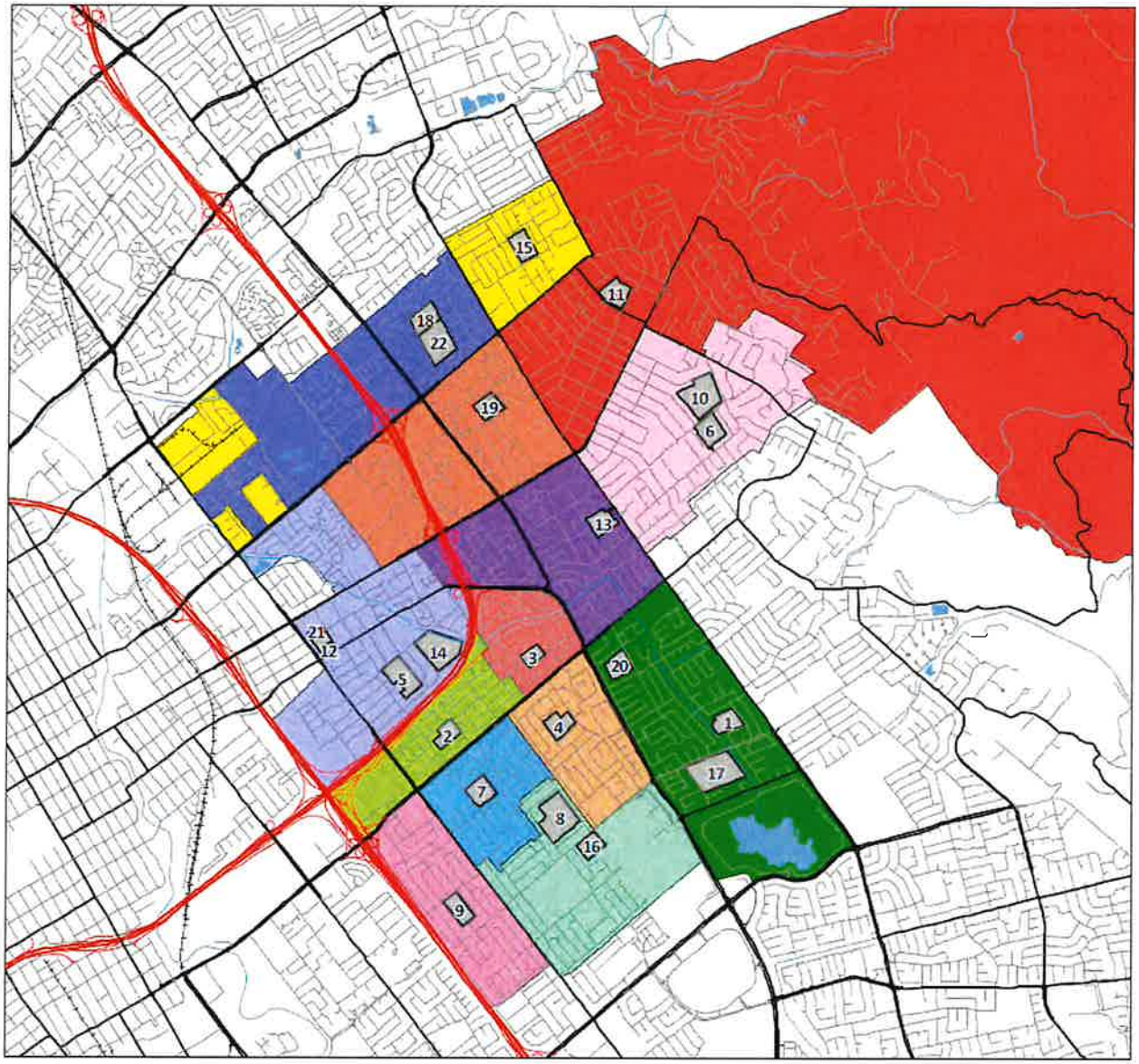
0 60 120

EXHIBIT E
CURRENT BOUNDARY MAPS

Current Boundary Map	(Attachment 13)
Proposed Boundary Map (including school site closures)	(Attachment 14)

School Locations and Boundaries (Current)

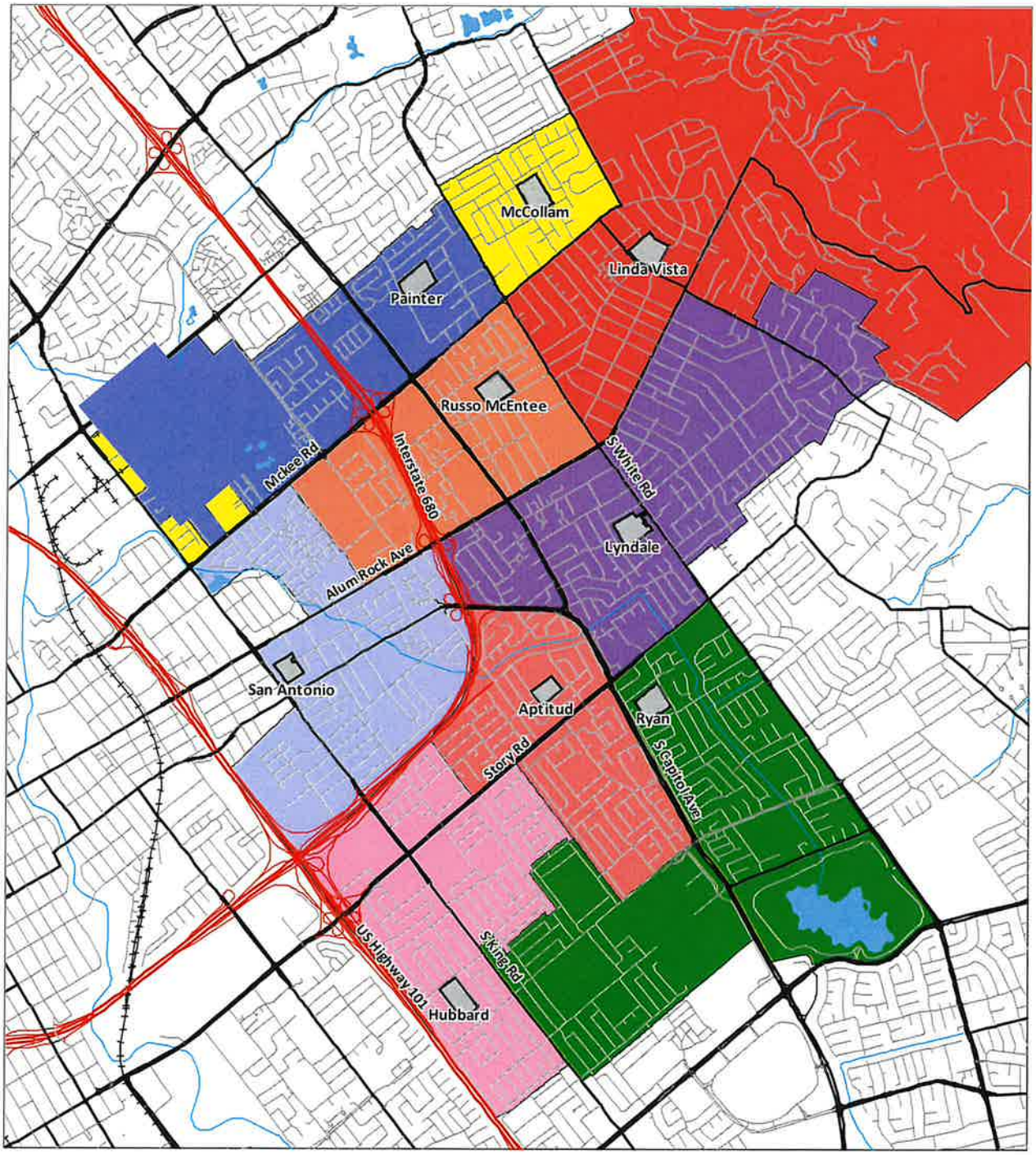
ATTACHMENT 13



ID	Name	Grades	ID	Name	Grades
1	Adelante Dual Language Academy	TK-8	12	LUCHA	TK-5
2	Adelante II Academy	TK-8	13	Lyndale Elem	TK-5
3	Aptitud Academy	TK-8	14	Renaissance Academy at Mathson	6-8
4	Cassell Elem	TK-5	15	McCollam Elem	TK-5
5	Cesar Chavez Elem	TK-K	16	Meyer Elem	TK-5
6	Cureton Elem	TK-5	17	Ocala STEAM Academy	6-8
7	Dorsa Elem	TK-5	18	Painter Elem	TK-5
8	Renaissance Academy at Fischer	6-8	19	Russo McEntee Academy	TK-5
9	Hubbard Media Arts Academy	TK-8	20	Ryan STEAM Academy	TK-5
10	George Middle	6-8	21	San Antonio Elem	TK-5
11	Linda Vista Elem	TK-5	22	Sheppard Middle	6-8

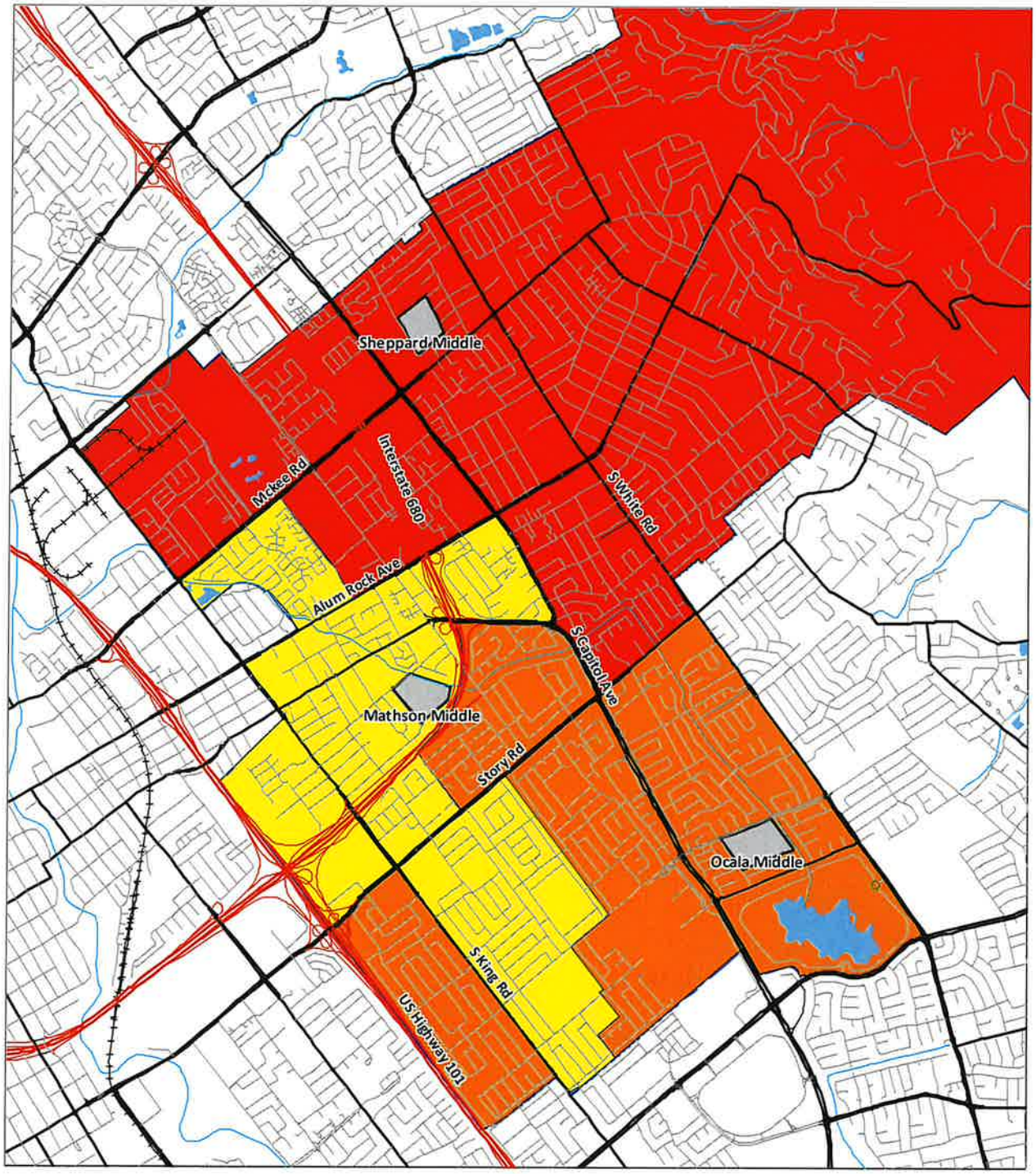
Elementary School Boundaries (Proposed)

ATTACHMENT 14



Middle School Boundaries (Proposed)

ATTACHMENT 14



Alum Rock Union Elementary School District
Request for Proposal
RFP No. 2425-BUS01 for Realty Consulting Services

Proposal

The
ACADEMY
GROUP

The Academy Group, Inc.,
a California corporation

This proposal is submitted by The Academy Group, Inc., a California corporation ("The Academy Group") (CA DRE License No. 02114247), which is a real estate broker, consultancy, and developer that has been conducting commercial real estate business in California and throughout the United States since 2018.

The Academy Group recognizes the future educational, real estate, and fiscal needs of the Alum Rock Union Elementary School District (the "District") as outlined in the Request for Proposal No. 2425-BUS01 for Realty Consulting Services and hopes to be considered and selected for these important tasks.

SECTION A
STATEMENT OF QUALIFICATIONS

The Academy Group (CA DRE License No. 02114247) is a real estate broker, consultancy, and developer that has been conducting commercial real estate business in California and throughout the United States since 2018. The Academy Group and its principal and affiliates have the following relevant experience and have performed the following professional real estate services:

- Managing the acquisition and sale of more than six hundred commercial properties with values of more than $3 billion in over twenty states for public agency and private sector clients, including the negotiation of purchase and sale agreements, environmental and title due diligence, finance, and closings.
- Executing the repositioning and rehabilitation of over 20 retail projects with values of approximately $100 million.
- Managing the ground-up construction and development of over seventy-five real estate projects totaling over five million rentable square feet with values of more than $1.5 billion, including financial modeling and structuring, entitlements and permitting, architectural and design services, and construction management.
- Negotiating and closing over seventy-five secured financings including acquisition, construction, take-out, and leasehold financings and bond financings.
- Negotiating over four hundred commercial leases, totaling over 2,000,000 rentable square feet of leased property, including ground, net, office, public/private partnership, and build-to-suit leases.
- Managing multiple public/private development projects involving the states of Illinois and Wisconsin and on behalf of Orange County on over 1,900 acres and 5.5 million projected improved square feet and estimated to cumulatively generate over $4.5 billion in long-term revenue for the County.
- Appearing before numerous public agency boards and commissions concerning project approvals.
- Overseeing the property management of commercial real estate assets and portfolios with

values exceeding $500 million, including managing revenue and expenses, real estate tax and insurance matters, and the repair and maintenance of improved real estate.

MR. MAYER'S REPRESENTATIVE EXPERIENCE

The Academy Group is owned and managed by Mr. Scott D. Mayer. He is a licensed real estate attorney (CA State Bar License No. 130959) and broker (CA DRE License No. 01000457) who was formerly the Chief Real Estate Officer for Orange County (an executive position that required the same experience and professional services as required by this RFP). Mr. Mayer has performed the following real estate activities over his 30 years of professional experience:

- Managed the acquisition and sale of more than 125 commercial properties with values more than $750 million in over nineteen states for public agency and private sector clients, including the negotiation of purchase and sale agreements, and the handling of financial underwriting, environmental and title due diligence, finance, and closing matters.
- Executed the repositioning and rehabilitation of over twenty retail projects totaling 753,000 square feet with values exceeding $89 million.
- Managed the ground-up development of over seventy retail projects, including as a preferred developer for CVS Pharmacy, Eckerd Drugs, Food Lion, and Just For Feet, totaling 1.6 million square feet with values exceeding $453 million.
- Negotiated and closed over fifty secured financings.
- Negotiated over 225 commercial leases, including ground, net, office, public/private partnership, and build-to-suit leases.
- Managed multiple public/private development projects involving the states of Illinois and Wisconsin and on behalf of Orange County on over 1,900 acres and 5.5 million projected improved square feet and estimated to cumulatively generate over $4.5 billion in long-term revenue for the County.
- Handled multiple mediations, arbitrations, court trials, and jury trials.
- Appeared before numerous public agency boards concerning project approvals.
- Oversaw the property management of various commercial real estate assets and portfolios with values exceeding $500 million, including the receipt of revenue and the payment of expenses, real estate tax and insurance matters, and the repair and maintenance of improved real estate.

Of specific note was Mr. Mayer's management and oversight of Orange County's Civic Center Master Plan Project, which involved developing and implementing a Board approved real estate occupancy master plan for the County's presence in Santa Ana, California, involving more than 12 county owned and leased buildings, 7,500 County employees, and in excess of $750 million in cost.

REFERENCES FOR
MR. MAYER AND THE ACADEMY GROUP

"I have had the pleasure of knowing Scott Mayer personally and professionally for almost 20 years. He has been the Chief Operating Officer of my commercial real estate/family office firm, AVG Partners, for the last four years. During Scott's tenure with AVG Partners, he consistently showed himself to be a natural leader who believes in the concepts of team accountability and leading by example, while allowing individuals to showcase and own their roles. His calm demeanor and open-door policy enabled our team to galvanize and work together efficiently, which resulted in better outcomes for all. Scott is an experienced and mature professional who rarely required direction to successfully orchestrate the variety of projects that he handled for AVG, whether managing acquisitions/closings, negotiating leases and other legal documents, overseeing staff and outside brokers and attorneys, or resolving property management issues. He anticipated the various outcomes of complex real estate transactions so that all parties could reach successful outcomes, smoothly, efficiently, and cost effectively. Most importantly, Scott is a team player, even tempered, and reliable and was an unflagging daily presence in the office even during the uncertainty of the recent Pandemic. He is always motivated and flexible in his approach to whatever is required to achieve the highest and best results for the task at hand."

Mr. D. Gregory Scott, Partner, AVG Partners

"I have had the pleasure of working with Scott Mayer over the past five years in his capacity as the Chief Real Estate Officer for the County of Orange. Scott is a talented real estate professional who has successfully brought real world, private sector experience to the real estate function at the County. As an example, he has been instrumental in kickstarting two long planned projects, the County's Civic Center Occupancy Plan and the Dana Point Harbor Revitalization Project. Scott is an effective and respected leader, and has a strong work ethic and tremendous integrity. I have come to rely on Scott's ability to problem solve and perform, and I recommend him with great confidence."

Mr. Frank Kim, County Executive Officer – County of Orange

"Over the past five years, I have had the opportunity to know Scott professionally from two different vantage points... across the table and shoulder to shoulder. Scott has a proven capacity for understanding not only the larger scheme, but also maintains a clear focus on the key details. His tenacity and resilience were fundamental in successfully managing and shepherding a sophisticated 30-year strategic facilities plan encompassing 21 buildings throughout the County of Orange. Scott is an effective communicator and has a very collaborative and team-oriented approach to consensus building resulting in creative problem solving. I view Scott as a seasoned, highly experienced real estate operator and deal maker. Of most importance, Scott's integrity is beyond reproach."

Mr. Roger Torriero, President - Griffin Structures

"Over the 7 years we have worked side-by-side with Scott, we have found him to be very professional and extremely personable. Even during the depths of a problem, he maintained his

intellect and calm with a laugh and a smile. Scott has a breadth of knowledge, but is also most practical when addressing issues. He is a problem solver, not a finger pointer. Even though he is an owner and counsel for MIP, he has always considered and tried to accommodate the needs of the other involved parties. We have also found Scott to be an effective manager and leader. He is well regarded by the team at WisDOT as a capable, competent and trustworthy partner."

Mr. Randy Wade, Joe Maassen, Esq. - Wisconsin Department of Transportation

"Scott is a smart, talented lawyer who has extensive real world experience. I recently hired him for a Broad project because I knew I could trust him to be thoughtful, intelligent and careful about the matter, but also to bring the sort of common sense perspective born of deep experience that is very hard to find in most lawyers. I know the matter will be handled better because of Scott's unique combination of skills and perspective. In addition, I can tell you he is someone with tremendous integrity, a very strong work ethic and a collaborative orientation. Scott is the kind of guy who will just do whatever needs to be done, without ego and without any politics. He is also an incredibly nice, decent man."

Deborah Kanter, Esq., General Counsel - The Broad Foundations

"Scott Mayer is an outstanding real estate executive and I recommend him enthusiastically for his ability to work at the highest levels with government sponsors and corporate partners to create world-class projects. I was privileged to work on the Illinois Oases with Scott and witnessed his leadership, legal skills, and relentless dedication in transforming a tired portfolio of seven highway facilities into an award-winning public-private project that serves millions of motorists each year."

Mr. John Clark, Principal - Cordogan & Clark Architects

"Scott consistently goes above and beyond when it comes to representing the County's current and future real estate needs to the owner, design, and construction communities. He has a unique talent of being able to look out for the interests of the County, while simultaneously communicating those needs to the team. Scott goes one step further than providing analysis and recommendations, he manages to create a "win-win" situation for all parties involved."

Mr. Robert Jernigan, Managing Principal, Southwest Region - Gensler

"I have, over the years, created in my mind an attorney type that I referred to as a Developer's Attorney. This person has full knowledge of financing, acquisitions and dispositions, leasing and contract negotiations. He knows how to make the best deal for my company – not break the deal. He is honest and forthright, hard working, sincere, and intelligent; a problem solver, he comes up with solutions when the deal is near collapse. This Developer's Attorney is personable; tough, but not abrasive. He gets the job done without leaving bodies on the battlefield. He gains an understanding of my client and creates win-win situations. Scott, you come as close to filling this prototype as anyone I've dealt with."

Mr. J. Robert Clements, President - K. Hovnanian Investment Properties, Inc.

AFFILIATES

Affiliated with The Academy Group is Commercial Broker International Inc., a California corporation ("CBI"), and licensed real estate brokerage (CA DRE License No. 01523713), which is owned and managed by Mr. George Pino and Mr. Joe Killinger, both California licensed real estate professionals. CBI specializes in real estate brokerage and has represented many public agencies.

Mr. George Pino is extremely qualified in the sale and leasing of commercial real estate, having been involved in real estate for the past 37 years (CA DRE License No. 01103252). Mr. Pino is a founding partner of The Academy Group affiliate, CBI, which he has managed for the last 19 years. Currently, CBI has grown to a team of fourteen agents in the California market, with affiliates in most major metropolitan markets throughout the United States, allowing for national exposure by cross marketing assets in other major U.S. metros. CBI is a full service commercial real estate brokerage, servicing all sectors of commercial real estate, from office and retail leasing and sales, transportation infrastructure, as well as hospitality and investment grade sales.

Prior to starting CBI, Mr. Pino started then managed The Sands Group for Fred Sands, wherein he oversaw the sale, management and closing of over 3,000 properties for institutional clients. Throughout his career, Mr. Pino has been personally responsible for the sale of and/or directly involved in the marketing and sale of over 6,500 assets, resulting in closed transactions totaling almost three billion dollars throughout the United States and over 150 commercial lease transactions, representing over 500,000 square feet of leased space. Mr. Pino graduated from the University of Southern California in 1987 with a Bachelor of Science degree in Business Administration, with an emphasis in Marketing/Advertising.

Mr. Joe Killinger is the real estate broker of record for CBI and has been a trusted active member of the real estate industry for over 36 years (CA DRE License No. 01119814). Mr. Killinger has been a real estate agent, investor, syndicator, and founder and manager of companies. He has been personally responsible for the marketing and sale of over 6,500 real estate assets, resulting in closed transactions totaling almost $3 billion throughout the United States.

Mr. Killinger was responsible for the oversight of the property management division of CBI, managing real estate assets (up to three hundred assets at one time) for institutions that were selling their assets, as well as a fee management company, managing properties for individual investors.

Also supporting The Academy Group in these matters is Ms. Ariadna Mencias is a licensed real estate salesperson (CA DRE License No. 02085900) with eight years of experience in commercial real estate specializing in the leasing, sale, financial analysis, and valuation of commercial real estate in California, and Ms. Selina Wang is a long-time marketing and office manager who assists the project team with their commercial real estate responsibilities and responding to client needs.

Also affiliated with The Academy Group is construction company, Labib Development LLC, a California limited liability company, which is owned and managed by Mr. Patrick Labib, who is

a licensed general contractor (CA CSLB License No. 1109467). Mr. Labib is a multidisciplinary builder, creator, and problem solver. He has worked on some of Los Angeles and Orange County's most complex and diverse construction projects, including both commercial and residential developments. Mr. Labib facilitated the execution of over $1 billion worth of design and construction translating over 4 million square feet. These projects include Intercontinental Hotel, Great Wolf Lodge Hotel, and Sofi Stadium. Mr. Labib has also held various executive roles for several well-known construction firms Including Turner Construction Company and RYDA Ventures.

Throughout his 12-year career in construction, he has focused on delivering exceptional results to his clients, understanding the importance of building strong, long-lasting relationships with the people he works with. Mr. Labib has served on the board of directors for the Association of General Contractors and currently serves as a board member for Habitat for Humanity, where he dedicates his time to providing affordable housing solutions for families in need.

SECTION B
SCOPE OF SERVICES

The Academy Group believes in the team approach. We view the District and its board, executives, and staff as teammates of the Academy Group with the collective goal of correctly sizing the District's real estate portfolio to service the educational needs of its students and teachers on a fiscally responsible basis. We believe in listening to the goals of the District and effectively communicating our plans, methods, and actions with the District.

With The Academy Group, the District will get experienced, thoughtful, efficient, and reasonable teammates, who bring substantial backgrounds in the areas of real estate brokerage, real estate law, real estate acquisitions, dispositions and leasing, real estate valuation, asset management, and real estate development.

The Academy Group and its principal and affiliates have worked with multiple public agencies as clients, including Orange County, the States of Illinois and Wisconsin, Fannie Mae, Freddie Mac, and the former RTC, and have participated in multiple transactions involving said public agencies and the federal government. We understand that the public agency real estate process involves more time and patience as it involves decisions and approvals at the staff and executive levels and ultimate approval from the board, which may be subject to public notice, hearing, and comment.

The Academy Group will perform the following activities within the first seventy-five (75) days of selection:

1. Review all available information for each identified site, including but not limited to:

    - Current leases and/or licenses
    - Title reports
    - Encroachments, easements, or other relevant elements at each site

- Zoning and land use information
- The District facilities plans, or other relevant documents related to site utilization
- Facilities reports on deferred maintenance for subject sites
- Parking availability for subject sites
- District short, mid, and long-term utilization plans for each site (obtained through interviews with District leadership)
- Local municipality (city and/or county) land use plans related to each site

2. Lead communication with local municipalities (city and/or county) to discuss potential alternative land uses, including zoning, planning, and building regulations.

3. Prepare and submit a written report summarizing all relevant data points.

The Academy Group will perform the following activities within the first one hundred twenty (120) days of selection:

1. Research and catalog market analyses for both improved (building) and unimproved (land) properties, including comparable leases and estimated market values for both disposition and alternate uses.

2. Investigate and catalog market values for alternative land uses (e.g., retail, housing, or other developments) specific to each site.

3. Identify and evaluate additional demands for potential uses of each site.

The Academy Group will perform the following activities within the first one hundred fifty (150) days of selection:

1. Derive estimated market values for leasing and sale across multiple use cases, including but not limited to:

   - Current use
   - Retail
   - Office
   - Industrial (if applicable)
   - Institutional
   - Educational
   - Ground lease

2. Coordinate and manage formal appraisals for any/all assets, if requested by the District.

The Academy Group will perform the following activities within the first one hundred eighty (180) days of selection:

1. Current Contract Analysis: Based on gathered data, propose the optimal contract structure, terms, and rates for all current leases and licenses.

125 S Barrington Place Los Angeles, CA
90049
310-751-4618

2. Alternate Uses Analysis: Provide recommendations on potential income streams from alternate uses, including costs associated with preparing properties for such uses.

3. Final Recommendations: Provide a final report with strategic recommendations for each site, including:

   - Impact on schedule
   - Budget considerations
   - Utilization recommendations (short-term, mid-term, and long-term plans)

The Academy Group will perform the following on an on-going basis:

1. Provide exceptional customer service with a typical expected response to the District within 48 hours.

2. Presentations to the District leadership as necessary.

3. Provide other related services as requested by the District.

The
ACADEMY
GROUP

The Academy Group, Inc.
a California corporation

1258 S Barrington Place Los Angeles, CA
90049
310-751-4618

SECTION C
BILLING RATES

The Academy Group proposes to bill for its services as follows: (1) on an hourly basis for all services provided except when a property is approved by the District to be placed under contract for purchase, sale, or lease, and (2) on a commission basis when a property approved by the District is to be placed under contract for purchase, sale, or lease.

The hourly rates will be:

- Scott D. Mayer - $250
- George Pino, Joe Killinger, and Patrick Labib - $175
- Ariadna Mencias and Selina Wang - $100

The commission rates will be:

Not to exceed 2.5% of sale/total lease price contribution from the District when the District is acquiring real property, whether by sale or lease, when there is no documented fee share agreement from the selling/landlord party. If there is a documented fee share agreement from the selling/landlord party, the amount of documented fee share; however, if the documented fee share is less than 2.5% of sale/total lease price, the District will contribute the difference. Not to exceed 2.5% of sale/total lease price contribution from the District when the District is disposing of real property, whether by sale or lease.

The Academy Group will also be reimbursed for any District approved out of pocket expenses including title reports, surveys, property condition reports, environmental site assessment reports, and travel.

The Academy Group is willing to consider fixed fees once the scope of a phase or task is identified and agreed upon by the District and The Academy Group.

DCG STRATEGIES
real estate. *real solutions.*

PROPOSAL FOR

REALTY CONSULTING SERVICES

PREPARED FOR ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT



DCG STRATEGIES, INC.
7600 Dublin Blvd., Suite 275, Dublin, CA 94568
P: 925.479.1350 | F: 925.241.4212 | E: connect@dcgstrategies.com | DCGStrategies.com | BRE#01521674

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JANUARY 2025

Alum Rock Union Elementary School District
Purchasing Department
Attn: Teresa DeCelles, Assistant Superintendent of Business Services
2930 Gay Avenue
San Jose, CA 95127

DEAR ASSISTANT SUPERINTENDENT DECELLES,

DCG Strategies, Inc., is pleased to provide this proposal in consideration for providing realty consulting services to Alum Rock Union Elementary School District. DCG Strategies ("DCG") specializes in serving the real estate needs of educational organizations and regularly provides real estate services and asset management consulting for California school districts.

What separates DCG from most other firms is our deep understanding and experience providing the specialized real estate services needed to accommodate the structure and constraints of public education institutions. Our team has the experience to manage the real estate process from valuation to strategic planning and execution and provide recommendations on the most efficient use of District assets. DCG realizes that the best solution often takes time, out-of-the-box thinking, and is always driven by our client's mission, not necessarily the highest profit or quickest resolution.

In this proposal, you will see that DCG has been engaged by a number of California school districts to provide real estate consulting services, and specifically, asset management of district property. We have worked with a number of school districts to identify solutions and opportunities for their districts as they explore the feasibility of alternative disposition options for underutilized and surplus school sites, including Oakland Unified School District, Pittsburg Unified School District, Hayward Unified School District, Azusa Unified School District, San Mateo Union High School District and more on the same scope of services being requested via this RFP.

We welcome the opportunity to provide additional information that may be helpful, and look forward to the opportunity to be of assistance to you on your real estate needs.

Sincerely,



LANDIS GRADEN
Chief Executive Officer
DCG Strategies, Inc.
BRE# 01461409
707-304-4340 | LGraden@DCGStrategies.com

THE **EDUCATION WORKFORCE HOUSING** EXPERTS | CSBA BUSINESSpartner

CSBA'S EXCLUSIVE REAL ESTATE SERVICE PROVIDER

As the exclusive real estate services provider for The California School Boards Association (CSBA), DCG partnered with CSBA to offer Property Planning Solutions, a real estate services product available to CSBA members statewide.

DCG specializes in providing comprehensive real estate and land use services to education institutions. The DCG team regularly conducts briefing and training series for County Offices of Education and public schools and districts on how to effectively manage school real estate, including how to turn real estate assets into resources for students.

With over 20 years of experience serving public school districts, our team has a deep understanding of the California Education Code and the requirements placed upon public school districts as it relates to their real property and the re-use and/or disposition of these sites.

DCG Strategies has over **20 years** of experience working with schools

We've helped generate over **$1 Billion** in revenue for our clients

Over **100** academic institutions have chosen us to handle their real estate

We provide **Property Planning Solutions** to schools and districts

DCG STRATEGIES
real estate. *real solutions.*

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Respondent Point of Contact
Landis Graden
Chief Executive Officer
BRE# 01461409
P: (707) 304-4340
F: (925) 241-4212
E: lgraden@dcgstrategies.com

INTRODUCTION

As a certified Benefit Corporation, DCG specializes in providing comprehensive real estate and land use services to public schools and districts. In this proposal, you will see that DCG has been engaged by a number of California school districts to provide real estate services, including consulting services to analyze their real property assets in determining the feasibility of using them more effectively and efficiently in pursuit of both fiscal sustainability and the realization of key district initiatives. With over 20 years of experience serving public school districts, our team has a deep understanding of the California Education Code and the requirements placed upon public school districts as it relates to their real property and the re-use and/or disposition of these sites.

LONG-TERM PROPERTY PLANNING

DCG Strategies is a full-service real estate firm providing public schools and districts with the resources and tools needed to effectively manage their real estate from strategic planning and evaluation through to the successful execution of that plan. We provide services throughout all stages of a district's real estate needs which allows us to work with districts on their long-term property planning needs.

As with most of our clients, our engagement with public school districts is relational versus transactional. As an example, our firm was originally hired by Hayward Unified School District in 2011 to service their real estate needs and has worked on various projects with the District over the past 15 years with a relationship that continues to this day. In 2011, our team was hired to complete a Strategic Asset Analysis on 16 district sites and provide recommendations on how the district could use them more effectively. This initial engagement led to further analysis and a long-term planning effort on how the district can utilize their assets over the next 10 years. Of the 16 sites analyzed, DCG represented the district on a long-term lease of two of the sites, the sale of one site and currently has in place an ongoing asset management agreement. Our team prides ourselves on our long-standing relationships with our clients and our ability to provide consulting throughout the lifecycle of their real estate needs.

From our experience, the completion of a Strategic Asset Analysis is best practice for districts looking to analyze their real property assets. A Strategic Asset Analysis is an analysis completed on multiple properties (similar to the scope requested via this RFP) as it allows us to create a road map for the District to view its sites holistically. This road map will assist in understanding how all District sites work together toward a common goal rather than looking at sites individually.

We believe long-term property planning must be integrated across the District. Locations, values and uses vary and, as such, a micro and macro view into assets is key. Decisions will interplay and cause and effect will impact value and land use. Best practice would be to use real estate in a manner that maximizes academic outcomes first and maximizes financial resources second, both of which are in the best long-term interest of students and families. It is vital that the long-term planning be done systematically and not episodically. We commend the District on embarking on this important endeavor.

LAND USE ANALYSIS & HIGHEST AND BEST USE STUDIES

As real estate and development consultants, our team is highly experienced in not only reviewing and assessing a property's current zoning and land use designation, but also determining alternative land use options and the feasibility of receiving governmental approvals on these land designations.

DCG understands, firsthand, the importance of maximizing revenue for our public school district clients while also being sensitive to the local community and their needs. Our team is frequently called on by our public school district clients to find users and uses for District property that will not only maximize the revenue received by the district, but will also be supported by the community and other key stakeholders. The main objective is to thread the needle by aligning the objective(s) of key stakeholders at a nexus that also maximizes revenue. While certain uses may achieve the highest possible economic return or other uses may achieve the highest possible community supported use, combining these two poles is key.

Our team's priority is to work to ensure the District is aware of the maximum value of their real property while simultaneously accounting for a project that can be supported. We do this by establishing the highest and best use of a property, then mapping those uses that generate the greatest support and triangulating on them until we have achieved the greatest value that also corresponds with the most supportable and compatible use.

When it comes to property valuation, it is important to not only value property at its current use, but to value property at its maximum potential; we call this a property's Highest and Best Use. When conducting a property valuation, our team completes a Highest and Best Use Analysis on each site to determine its maximum potential. It is to be recognized that in cases where a site has existing improvements on it, the highest and best use may be determined to be different from the existing use. In most cases, especially with school district property, this is the case and completing this analysis can create significant value for a school district.

Once the highest and best use of a property is determined from a real estate perspective, our team is then able to incorporate the goals of the surrounding community, the District, and its stakeholders and provide recommendations to the District on how to best use the property in a way that is consistent with the California Education Code.

FIRM PROFILE

ABOUT DCG STRATEGIES

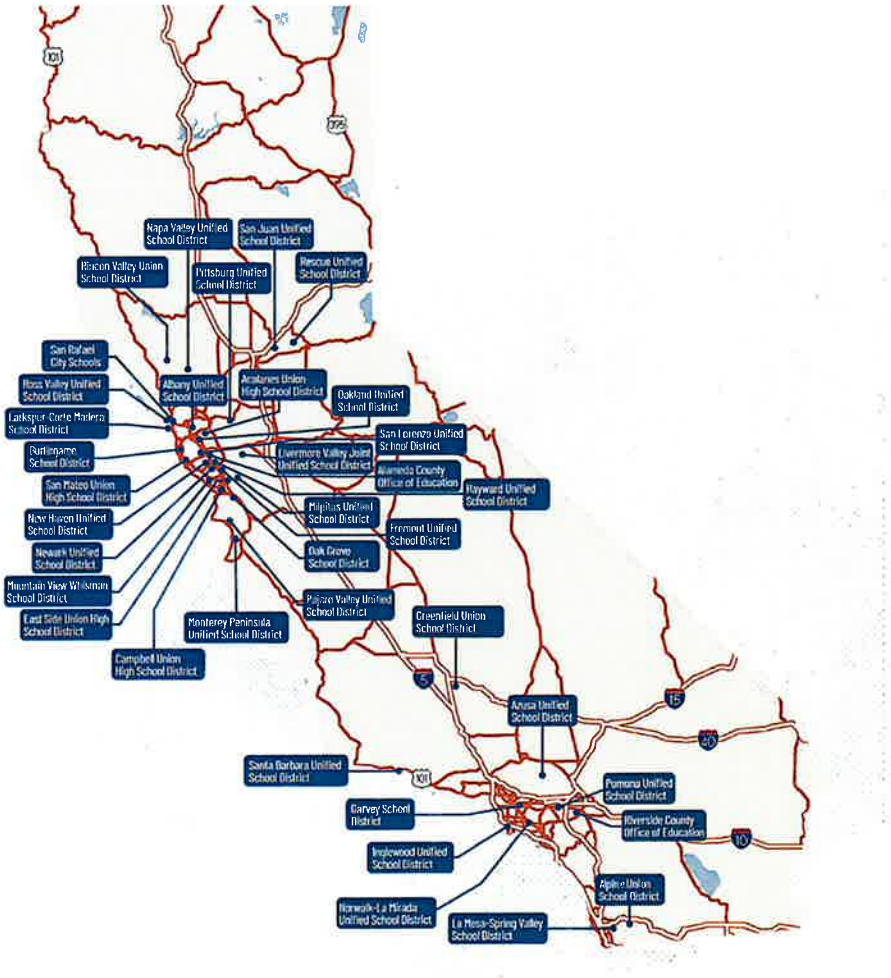
Over two decades ago, successful real estate professional, Landis Graden, believed in the importance of giving back to the community through public service. He recognized that organizations providing support and resources to local communities all too often faced limited or declining revenues. So, in 2005, Landis formed DCG Strategies, Inc., a registered Benefit Corporation and real estate firm that provides these specialized clients with the knowledgeable, caring expertise they need to create healthier, more sustainable real estate management strategies.

For over 20 years, DCG Strategies has been a team of real estate professionals who puts people before property or profits. As specialists in managing real estate assets for public schools and districts, our people understand that the traditional rules of real estate change when viewed with an eye toward strengthening your community.

In good standing with the California Department of Real Estate, BRE#01523674, our team is made up of full-service consulting, property planning and commercial real estate professionals, but our passion lies in bringing education, hope and healing to area communities by helping our clients realize the full potential of their real estate assets. The team at DCG offers a wide range of services to guide you through the often-complex world of non-traditional real estate management. Unlike standard commercial real estate agencies, we respect the collaborative focus that's unique to community-driven organizations and we adapt our approach accordingly to create the best possible solution for your needs.

A small sampling of the academic institutions we've assisted over the past 20 years include:

- Alameda County Office of Education
- Albany Unified School District
- Azusa Unified School District
- Burlingame School District
- Campbell Union High School District
- Fremont Unified School District
- Hayward Unified School District
- Inglewood Unified School District
- La Mesa-Spring Valley School District
- Larkspur-Corte Madera School District
- Live Oak School District
- Livermore Valley Joint Unified School District
- Milpitas Unified School District
- Monterey Peninsula Unified School District
- Napa Valley Unified School District
- New Haven Unified School District
- Newark Unified School District
- North Monterey County Unified School District
- Norwalk-La Mirada Unified School District
- Oakland Unified School District
- Pittsburg Unified School District
- Pomona Unified School District
- Rescue Unified School District
- Riverside County Office of Education
- San Lorenzo Unified School District
- San Mateo Union High School District
- San Rafael City Schools
- Santa Cruz City School District
- South San Francisco Unified School District
- Twin Rivers Unified School District
- Vallejo City Unified School District





With over 20 years of experience serving public school districts, our team has a deep understanding of the California Education Code.

MISSION & VALUES

DCG Strategies is an alternative to conventional real estate firms with a distinct mission to serve California's community-benefit organizations. DCG was founded under the premise that we could seek profits while also building value within our community. Our founder and employees have always believed that working at DCG is about building something bigger than ourselves.

DCG has adopted the Benefit Corporation designation and become independently certified as a socially responsible corporation. DCG joins the growing movement of companies across the United States, as well as globally, who see part of their corporate responsibility as contributing to a positive impact on society and the environment. The Benefit Corporation designation is a natural extension of our vision; that by optimizing opportunities and resources for our community-based clients, we can help create long-term gains that benefit and strengthen the communities we serve. We eagerly undertook the Benefit Corporation process to ensure our firm's operations, management practices and governance were at the highest levels and to place us in the best position possible to effect change to benefit our community, our environment, our stakeholders and our clients.

Hiring DCG as a Real Estate Consultant is like choosing a dedicated partner who puts you first. The professionals at DCG believe that finding the perfect solution for your real estate needs should feel nothing like "business as usual." Our goal is not only to provide a welcome alternative to the typical commercial real estate firm, but also to work as a committed partner for local education agencies.

When you work with us, your interests will be protected with the help of our comprehensive consulting, property planning and real estate services. You can feel confident that we'll research all your options, offer expert advice and work as closely with you to guide you through your options. We help to mitigate and manage risk throughout the process. Our ultimate goal is to assist you in transforming your real estate into resources.



PROJECT TEAM

PERSONNEL

DCG's team consists of in-house consultants and real estate advisors who are qualified to project manage and advise the District on the necessary real estate services required by the RFP.

Landis Graden, Principal-in-Charge, and Lauren Jennings, Vice President of Operations, would serve as the designated project managers responsible for the completion of all project components and deliverables. Combined, Landis and Lauren bring over 45 years of commercial real estate and management experience to the project and have served as asset managers for over $500 million in assets. Additionally, Landis Graden will serve as the designated state and local agency advocate. Carl Morabito, Vice President of Real Estate Development, will oversee all development analysis, and Megan MacIver, Vice President of Real Estate Strategy, will oversee highest and best use analysis and valuation of assets.



Landis Graden
CEO & Founder
BRE Lic# 01461409

- 30+ years commercial real estate experience
- Leading commercial real estate advisor and broker for public schools and districts in California.
- Expert advisor in policy and governmental relations



Lauren Jennings
COO
BRE Lic# 01975174

- 10+ years senior real estate analysis and transaction experience
- Specialization in California Education Code and public school district transactions
- Lead project manager for DCG's K-12 clients



Carl Morabito
Vice President
Real Estate Development

- Senior residential development professional
- 35+ years development experience with expertise in various residential products
- Former Northern California Division President of William Lyon Homes



Megan MacIver
Vice President
Real Estate Strategy

- 10+ years commercial real estate valuation and strategy experience.
- Former Vice President at Jones Lang LaSalle (NYSE: JLL)
- Led complex portfolio sales in excess of $2B



LANDIS GRADEN

FOUNDER, PRESIDENT & CHIEF EXECUTIVE OFFICER

Landis Graden is President, Chief Executive Officer and Founder of DCG Strategies. Landis currently serves on the Executive Board of Alignment Bay Area, the Advisory Board of the Solano African American Chamber of Commerce and has served prior as Board Member on the Vallejo Chamber of Commerce, Board Member for the Community Democratic Club of Solano County, Board Member for East Oakland Community Development Corporation, Board Member of Brighter Beginnings, Board Member of Glad Tiding's Community Development Corporation and the City of Hayward's Economic Development Committee.

As past Chair of the City of Vallejo's Planning Commission, Landis blends his business acumen with a local grasp of his community's needs and values. Fusing opportunity, understanding, and experience has enabled Landis to pursue projects that strengthen the community's economic base, attract new business and jobs, and work towards a sustained, healthy, robust future for the coming generation. Landis earned a Bachelor of Science Degree in Information Systems Management from the University of San Francisco and an MBA from Holy Names University.

A sample of Landis' public agency clients include:

- San Mateo Union High School District: lead project manager, 40-acre surplus property currently in escrow
- Hayward Unified School District: lead project manager, real estate and development analysis for 11 potentially surplus properties
- Milpitas Unified School District: lead project manager, secured a long-term lease for the District on a surplus property, and many more.

Landis has extensive experience in the San Francisco Bay Area and, specifically, with local educational agencies.

BRE #01461409



LAUREN JENNINGS

VICE PRESIDENT, OPERATIONS

Born and raised in Oakland, California, Lauren Jennings is passionate about supporting and creating communities of value. A graduate of Cornell University, Lauren is the Vice President of Operations at DCG Strategies and is responsible for the strategic implementation of daily business operations.

An expert in the California Education Code, specifically as it pertains to the disposition of school district real estate, Lauren serves as the lead project manager for DCG's public schools and districts. In her role, she regularly meets with local Boards of Education in closed session and presents findings and analysis via public study sessions at school board meetings throughout the state.

A sample of Lauren's public agency clients include:

- Oakland Unified School District: lead project manager on the strategic asset management study of 22 district properties
- Azusa Unified School District: lead project manager on the strategic asset management study of 6 district properties
- San Rafael City Schools: lead project manager on the strategic asset management study of 5 district properties, including the analysis of workforce housing feasibility on one designated site

BRE # 01975174



CARL MORABITO

VICE PRESIDENT, REAL ESTATE DEVELOPMENT SERVICES

As DCG's Vice President of Real Estate Development Services, Carl works closely on large-scale development projects and supports DCG's mission and clients in all aspects of residential and mixed-use development. With Carl's knowledge and expertise, DCG is able to provide our clients with valuable development strategies.

As a veteran of the development community, Carl has managed residential and mixed-use projects throughout California since the mid 1990's. He has run divisions for large home builders in both Northern and Southern California and is passionate about providing housing for families and creating a strong sense of community in the neighborhoods he has developed and teams he has led.

Carl resides in the Bay Area with his wife and family. He holds a Bachelor of Science degree, with an emphasis in Entrepreneurship, from the University of Southern California.

As the Vice President of Real Estate Development Services, Carl works closely in support of development analysis and feasibility studies. Carl's experience includes:

- Completing development analysis for Burlingame School District on three district owned properties
- Leading the development analysis for six properties owned by Azusa Unified School District
- Completing development analysis on two properties owned by Vallejo City Unified School District, and many more.



MEGAN MACIVER

VICE PRESIDENT, REAL ESTATE STRATEGY

Megan MacIver serves as Vice President of Real Estate Strategy for Commercial Markets. In her role, Megan oversees strategic projects and real estate strategy for DCG's clients.

Prior to DCG, she led the Sales and Marketing team at The Signal Group, a diversified shipping services group with offices in London and Athens. In addition, Ms. MacIver served as a Vice President in the International Capital Group at Jones Lang LaSalle (NYSE: JLL) in New York, where she launched and led JLL's Portfolio Advisory Service, a boutique acquisition advisory consultancy that evaluates and executes portfolio investments into the U.S. on behalf of foreign institutional investor clients.

In that role, she led deal sourcing, market analysis, financial analysis, lease review, and closing on more than $1 billion of commercial real estate transactions across the office, industrial and retail sectors. Her clients included leading global institutional investors including major European Insurance Companies, Sovereign Wealth Funds as well as Family Offices.

Prior to joining JLL, Ms. MacIver was Investor Relations and Marketing Associate at CIP Capital and worked as an Urban Planning Associate at Project for Public Spaces, an international urban planning, education, and advocacy firm for grassroots-led public space development.

Ms. MacIver is a Candidate for Ordination in the Metropolitan New York Synod of the ELCA (Evangelical Lutheran Church in America) and is working towards the completion of her Master's of Divinity Degree at The Jesuit School of Theology in Berkeley, California. She is the Field Education Student at St. Mark's Lutheran Church San Francisco where she leads the congregation's Children's Ministry.

RELEVANT EXPERIENCE & REFERENCES

DCG has assisted a number of public school districts throughout the years. Below, we highlight a small sampling of engagements involving real estate consulting and asset management services completed. Due the high volume of districts we work with, the below experience is limited to the past two years. Additional experience can be provided, if necessary. The first four districts include contact information and can be contacted as references.

Hayward Unified School District
Primary Contact: Allan Garde, Associate Superintendent, Business Services
Phone: (510) 670-4218 **Email:** AGarde@acoe.org

- **Services Provided:** Land use consulting, highest and best use analysis, brokerage, strategic asset analysis, development consulting, asset management consulting, workforce housing feasibility
- **Project Status:** under contract
- **Project Description:** DCG initially began working with Hayward Unified School District in 2011 and is currently still representing the District as their asset management consultant. DCG is currently in contract with the District on an on-going asset management agreement covering multiple District sites as well as consulting services to assist the District in maximizing their real property. DCG recently completed a multi-site analysis to determine the highest and best use of the District's underutilized property.

San Mateo Union High School District
Primary Contact: Yancy Hawkins, Associate Superintendent Chief Business Officer
Phone: (650) 558-2204 **Email:** YHawkins@smuhsd.org

- **Services Provided:** Land use consulting, brokerage, development consulting, highest and best use analysis
- **Project Status:** under contract
- **Project Description:** Following a thorough RFP and vetting process, DCG was hired by the San Mateo Union High School District to represent the District on the sale of 40+ acre, former school site in San Bruno. The former school site was deemed surplus and the Board subsequently directed staff to pursue the sale of the property. Prior to advertising the property for sale on the open market, DCG recommended the District complete internal due diligence on the site to ensure the District was fully aware of all opportunities and constraints of the site and arm the District with strong negotiating power. As such, DCG completed development due diligence on the site.

  The property is currently in escrow. The District's purpose for the sale of this asset is to provide funding for employee housing, which DCG has been hired to assist the District with upon completion of the sale.

Inglewood Unified School District
Primary Contact: James Morris, Ed.D. County Administrator
Phone: (626) 858-6152 **Email:** James.Morris@inglewoodusd.com

- **Services Provided:** Land use consulting, brokerage, strategic asset analysis, development consulting, asset management consulting, workforce housing feasibility, highest and best use analysis
- **Project Status:** under contract
- **Project Description:** DCG was engaged by Inglewood Unified School District to complete a real estate analysis to determine the highest and best use on a confidential number of properties. Following completion of the analysis, DCG was subsequently engaged to complete a workforce housing feasibility analysis on a portion of one of the studied sites.

Azusa Unified School District
Primary Contact: Arturo Ortega, Superintendent
Phone: (310) 419-2705 **Email:** AOrtega@azusa.org

- **Services Provided:** Land use consulting, brokerage, strategic asset analysis, development consulting, asset management consulting
- **Project Status:** under contract
- **Project Description:** Following a thorough RFP and vetting process, DCG was engaged by Azusa Unified School District to complete a development analysis on eight underutilized properties, including determining the highest and best use for use site. Following completion of the analysis, the board deemed six of the properties as surplus to its needs and hired DCG to represent them as their broker on the sale of four of the properties. Each of the four properties are currently in escrow.

Pittsburg Unified School District

- **Services Provided:** Land use consulting, highest and best use analysis, strategic asset analysis, development consulting, asset management consulting
- **Project Status:** completed
- **Project Description:** DCG was engaged by Pittsburg Unified School District to complete a real estate analysis on six underutilized properties to determine their highest and best use as well as options for alternative uses. DCG presented our findings to the board in February 2024.

Burlingame School District

- **Services Provided:** Land use consulting, highest and best use analysis, development consulting, asset management consulting, workforce housing feasibility
- **Project Status:** completed
- **Project Description:** Following a thorough RFP and vetting process, DCG was hired by Burlingame School District to complete an employee housing feasibility study on three district owned properties. First, DCG completed a high-level analysis on all three properties to determine initial feasibility and select the sites that would benefit from further analysis. Following a board update, DCG completed additional analysis and capacity review for each site. DCG presented our findings to the board with a public study session. DCG was further engaged for additional analysis and brokerage services.

San Rafael City Schools

- **Services Provided:** Land use consulting, highest and best use analysis, strategic asset analysis, development consulting, asset management consulting, workforce housing feasibility
- **Project Status:** completed
- **Project Description:** Following a thorough RFP and vetting process, DCG was hired by San Rafael City Schools to provide asset management services for underutilized District sites. As a part of our contract, DCG completed a land use analysis on five sites identified by the District, in an attempt to determine the highest and best use of each asset, and to also further District priorities.

  In addition, DCG assisted the District with development due diligence on two of the properties based on potential environmental concerns. DCG completed the analysis and presented our findings to the board. DCG was subsequently re-engaged by the District to explore the development of workforce housing on one of the previously examined sites. DCG presented our findings to the board in May 2023.

Rincon Valley Union School District

- **Services Provided:** Land use consulting, highest and best use analysis
- **Project Status:** completed
- **Project Description:** DCG was hired to analyze the highest and best use of one district owned site currently used as vacant land. The district had purchased the land in hopes of developing a new school, however, after sitting vacant for a number of the years, the district was in need of an analysis to uncover potential future use options for the property. DCG presented our findings to the board in January 2023 and held two public study sessions which were completed in March 2023.

Milpitas Unified School District

- **Services Provided:** Land use consulting, highest and best use analysis, strategic asset analysis, development consulting, workforce housing feasibility, brokerage, asset management consulting
- **Project Status:** completed
- **Project Description:** The first part of DCG's analysis included the completion of a highest and best use analysis on the subject property, including an assessment of development feasibility and estimate valuation for the property. DCG's analysis included an analysis of various revenue models in order to determine the highest and best use in support of the District's goal of maximizing revenue.

  Subsequently, DCG completed a workforce housing feasibility which included a review of all district owned sites to determine the feasibility of constructing housing on all or portion of those properties for district staff and teachers. Ultimately, the board decided to sign a long-term lease for the surplus property. DCG represented the District on the lease negotiations and the lease was mutually executed in January 2023.

La Mesa Spring Valley Schools

- **Services Provided:** Land use consulting, highest and best use analysis
- **Project Status:** completed
- **Project Description:** DCG was hired to analyze the highest and best use of one district owned property and assist the district with alternative use options. DCG presented our findings at the beginning of 2023.

Oakland Unified School District

- **Services Provided:** Land use consulting, highest and best use analysis brokerage, strategic asset analysis, asset management consulting
- **Project Status:** completed (workforce housing units currently in development)
- **Project Description:** DCG was hired to analyze the highest and best use of two surplus school sites owned by the district. DCG presented our analysis and findings to the district which concluded both sites contained development potential and could support housing. DCG represented the district on marketing both sites for long-term ground lease and the board selected a developer to enter into negotiations with. As part of the lease, on behalf of the District, DCG negotiated the developer to provide 50% of the units to district employees. Additionally, the district subsequently hired DCG to complete an asset management analysis on 20 underutilized district owned sites.

APPROACH AND METHODOLOGY

Property owners are often uncertain about what they want to do with their real estate assets and often are not aware of their options. DCG provides asset evaluation services to alleviate the stress associated with making the right decisions surrounding your real estate. As your Real Estate Consultant, we will serve as an extension of your staff. We walk alongside you through the entire process and are committed to understanding your values and protecting your interests at all times.

Key Questions:

- What are our client's goals? Ideal scenario? Preferred alternatives?
- What is the likelihood of getting the project approved, and what are the potential issues the project faces?
- Who are the local players to inform local market research?
- What steps are needed to accomplish our client's goals?
- What is the best solution to achieve our client's goals?

Based on the District's goal of exploring potential future use options of its real estate, DCG's proposed scope of services will include the completion of a development analysis on each site, including presentation of data and options to staff and the Board. This will involve a Highest and Best Use Analysis to determine the highest and best of use of each site, yield studies to determine the maximum capacity for development, and a market assessment to determine applicable values.

DCG begins the process by looking at a property, identifying its current use, determining how the site can be utilized, and then developing strategic and sustainable long-term plans incorporating that underutilized or unused real estate asset as a benefit to the overall mission of an organization. The following is proposed approach to complete the requested scope of services.



PROJECT SCOPING SESSION WITH DISTRICT

- Meet with the District to confirm scope of work and discuss expectations of the planning process and work products
- Meet with staff selected by the District to gain background on community relations, relationships and policy guidance for the District's property as well as to establish overall goals.



DATA COLLECTION

Our team will undertake a data gathering effort to collect pertinent information related to the properties to include, but not necessarily be limited to:

- General Plans and Zoning Ordinances
- Specific and/or concept plans
- Development standards and design guidelines
- Design guidelines
- Outside previous legal analysis and consultant reports
- Title conditions and other issues affecting potential future uses



SITE VISIT

Our team will visit the surrounding areas and neighborhoods to identify existing conditions relevant. Key issues to be assessed will include the locations, conditions, and relationships of current and planned land uses; the relationships between land uses and the existing and planned transportation infrastructure; and the relationships between the sites and the surrounding properties. We will then synthesize all contextual influences and present opportunities and constraints associated with the sites to be studied.



MARKET STUDY

Our team will review the surrounding market. This will be a critical part of fully evaluating the opportunities for each property and accurately estimating potential values. The market study incorporates data from neutral third-party sources to determine key information such as:

- Population trends including population and job growth,
- Economic conditions including household income and unemployment rates, and
- Housing costs - including key market needs, rental rates, closing prices and new home versus resale rates.

YIELD STUDY

A yield study by a licensed architect will assess the site's opportunities, constraints and development requirements to arrive at a realistic number of units on the site. This yield study presents a preliminary visual representation of development potential and unit count to inform the options for development. The main criteria to create a preliminary site plan and determine a unit count that we consider are:

- Site orientation
- Setbacks
- Nominal street sizes
- Variable unit sizes
- Unit sizes
- Slopes, if any
- Parking requirement

PRELIMINARY FINDINGS & REPORT

A Memorandum will be developed to detail our findings relating to the sites. This will include meetings with district staff and presentation of our findings to the Board. The memorandum will be informed by the Highest and Best Use Analysis to provide options on the future use options of each site. These options will ultimately be provided to the Board to be able to make an informed decision regarding next steps. Here, the Board can decide to move forward with one of the options presented, choose to examine alternative options, or halt the process altogether.

PHASE II

Based on direction received from the Board following our presentation of findings, DCG is available to assist the District on the execution of those options as selected by the Board. Below are additional areas DCG can assist the District.

7-11 COMMITTEE CONSULTING

As a District advisor, DCG has experience working with 7-11 Committees and adhering to all Education Code requirements, guiding the District through the 7-11 committee process and in some cases, managing the entire 7-11 Committee process on behalf of the District.

Typical consulting services can include:

- Providing guidance on Education Code requirements on committee representation (in conjunction with District legal counsel)
- Developing public meeting agendas to be made available at least 72 hours in advance
- Advising and providing copies of key Committee Information Packets including property summaries of zoning and General Plan designations, site maps, etc., copies of the Brown Act and Conflict of Interest forms for the District to include in its Committee binders
- Advising on the current use of each site from a real estate perspective
- Advising on potential next steps in relation to the sale or lease of each property
- Assisting the Committee in developing their recommendation to the Board
- Assisting District legal counsel with finalizing the required resolutions

BROKERAGE SERVICES

DCG has been engaged by a number of California school districts to provide commercial real estate brokerage services and have specifically worked with a number of school districts to market and sell and/or lease former school sites.

Our marketing strategy for listing and selling school sites is to first to determine the highest and best use of the site and to develop a comprehensive marketing plan to distribute to interested parties. The marketing plan includes a customized webpage for the site, photography of the site, property and aerial photos, conceptual development plans (if necessary), demographic / area amenities, property highlights, location maps and economic and market data. We also deploy a host of proprietary strategies and tactics that maximize our disposition efforts to ensure our public school district clients are realizing their economic, social and academic outcomes as it relates to disposing of real property. Our team will pull this information to create a Request for Proposals (RFP) which will then be distributed to the leading regional developers, builders, brokers, investors and other interest parties.

Following receipt of proposals, our team reviews each proposal received and provides a data matrix upon which the Board can understand each proposal and how proposals compare to other proposals. DCG provides advice and counsel as the Board contemplates which proposal to accept and which to negotiate further on.

With our extensive experience, our team is able to provide recommendations to the board on best strategies and outcomes. This includes reviewing developer proformas and offers to ensure they are in line with market. This allows us to be confident in our recommendations to the Board.



STAKEHOLDER OUTREACH AND COMMUNITY ENGAGEMENT

To set the District up for success, effective and timely communication is vital. Maintaining open, transparent and relevant dialogue with stakeholders is a building block for positive outcomes. Setting up an inclusive and collaborative process in which all voices are valued is a best practice learned over the years of providing these services. DCG is available to support the project's engagement effort as necessary.

- Identify up front any challenges or issues that could create tension towards success and create a plan to resolve the challenges early in the process
- Increase community awareness of the District as a trusted community partner and social asset through strategic outreach, partnerships and education
- Create a compelling narrative to control messaging and misinformation
- Identify local champions inside and outside the District that will help inform the process and engender broad-based support for identified priorities and objectives
- Attempt to overcome vocal opposition to development by creating broad-based understanding, support and excitement for the social, educational and community benefits that will be achieved
- Pinpoint venues for future informational presentations
- Create support by identifying groups with complementary interests and developing collaborations to achieve maximum project benefits

The engagement strategy could include hosting community meetings (including targeted meetings for faculty and neighbors), email updates to key stakeholders and creating fact sheets for Districts leaders to easily reference.

TIMELINE

Based on our team's experience completing these services for other local education agencies, below is a tentative schedule and timeline for the proposed services. The below is subject to change based on input received from district staff.

TASK	DURATION	EST. DUE DATE
Phase 1		
Accurately identify asset type, location, age, and quality; Develop a comprehensive inventory of Alum Rock School District facilities, identifying District needs and surpluses. • Meet with the District to confirm scope of work and discuss expectations of the planning process and work products • Meet with staff selected by the District to gain background on community relations, relationships and policy guidance for the District's property as well as to establish overall goals • Collect pertinent information related to the properties • Complete site visit(s)	3-4 weeks; based on staff availability and input	Month 1
Advise District on options for potential use. • Review the surrounding market • Assess each site's opportunities, constraints and development requirements • Work with architect to develop a preliminary capacity assessment and yield study • Discuss sites and options with local jurisdiction	5-6 weeks; based on staff availability and input from local jurisdiction	Month 2
Formulate reliable projections of potential revenue according to future use or surplus property disposition/sale. • Review and assess feasible alternative use options • Determine highest and best use • Review comparable properties to determine value estimate • Determine residual land value for properties, as applicable	3-4 weeks; a portion of this item can be completed simultaneously with prior task	Month 3
Prepare a final report that includes recommendations on the highest and best use of District facilities, including rationale, projected revenue and budget.	2 weeks; can be completed simultaneously with prior task	Month 3
Meet with District staff and committee in order to deliver Services and complete deliverables; Attend meetings of the Board of Trustees to present progress reports, updates, and deliverables.	As requested / based on staff/board schedule	Month 1 & 3
Phase 2		
Assist Alum Rock School District in carrying out activities related to each selected future use/disposition of District surplus facilities. • Stakeholder outreach and community engagement services • Prepare and conduct presentations for, and do ongoing work with, the District's Facilities Advisory (7/11) Committee • Market properties for sale or lease, as authorized by the Board		Months 5-36

COST PROPOSAL

Our philosophy is that prior to project initiation, we meet with each client to discuss their needs and, together, draft an agreed upon Scope of Services, since as in most cases, the scope can change as needs evolve. Based on the final agreed upon Scope of Service, our team creates a schedule, budget and fee to be reviewed and approved by the District. Per the request of the RFP, below is a proposed fee schedule based on tasks outlined in the RFP and DCG's prior experience in providing these services. While the final fee will be dependent on the District's timeline and final scope of work, an outline of each section and corresponding estimated cost is provided.

The District will be responsible for the cost of all third-party expenses (architect fees, third-party consultants and any others), subject to prior District authorization. The District shall reimburse DCG for all consultant expenses including printing of materials and meeting supplies as specifically requested by the District. Request of reimbursement shall be made with proof of receipt and payable within 30 days of reimbursement request. Based upon the Scope of Services in RFP, below is a sample fee proposal. Our final fee will be based upon the final agreed upon scope of work and timeline.

SERVICE	FEE
PHASE 1: REAL ESTATE CONSULTING SERVICES	
Complete an inventory of existing school facilities and property owned by the District and their current use and develop a plan with recommendations for their potential future use. • Accurately identify asset type, location, age, and quality. • Develop a comprehensive inventory of District facilities, identifying District needs and surpluses. • Advise District on options for potential use. • Formulate reliable projections of potential revenue according to future use or surplus property disposition/sale. • Meet with District staff and committee in order to deliver services and complete deliverables. • Attend up to two meetings of the Board of Education to present progress reports, updates, and deliverables. • Prepare a final report that includes recommendations on the highest and best use of District facilities, including rationale, projected revenue and budget.	$25,000 for each site studied. Should a site be deemed feasible for development, the District should anticipate spending an additional estimated $5,000 per site for architecture fees, for a total approximate spend of $30,000 per site.
PHASE II: STAKEHOLDER ENGAGEMENT & BROKERAGE SERVICES	
Prepare and conduct presentations for, and do ongoing work with, the District's Facilities Advisory (7/11) Committee.	Hourly rate of $350 per hour; based on time spent, as needed.
Stakeholder outreach and community engagement services.	Hourly rate of $350 per hour; based on time spent, as needed.
Market properties for sale or lease, as authorized by the Board.	Subject to separate fee / agreement: As a licensed real estate firm, DCG provides brokerage and disposition services on a commission basis that is based on the final purchase price and/or final gross lease revenue payable upon successful closing of a transaction or successful execution of a lease. Our commission fee is equal to 3% of the sales price and/or 5% of the gross lease revenue over the initial term of the lease. The full percentage amount shall be exclusively payable to DCG as the District's Broker. For a sale of property, commissions shall be paid to Broker at close of escrow. For a lease, 50% of the lease commission is due within 30 days of mutual lease execution. The remaining 50% shall be due within 30 days of rent commencement.

Upon review of the District's properties, DCG recommends a Not to Exceed (NTE) fee for consulting services of up to $205,000 which includes analysis of up to eight District identified properties, as well as contingency for additional consulting hours, as needed. The final fee will be based on the exact number of sites studied. The District will be responsible for the cost of all third-party expenses (architect fees, and any others, if any), subject to prior District authorization. The District shall reimburse DCG for all consultant expenses including printing of materials and meeting supplies as specifically requested by the District. Request of reimbursement shall be made with proof of receipt and payable within 30 days of reimbursement request. DCG's fees include travel and travel will not be billed or requested for reimbursement.

DCG STRATEGIES
real estate. *real solutions.*



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18 October 2024

Via E-mail: german.cerda@arusd.org

German Cerda
Alum Rock Union School District
2930 Gay Ave
San Jose CA 95127

Dear German,

Thank you for the opportunity to discuss with you and staff the challenges and opportunities facing the ARUSD the other day. Terra Realty Advisors, Inc. specializes in working with public school districts, cities, counties, federal and state agencies in California, to assist them in their real property asset management needs. A brief summary of our experience and clients is attached.

Our goal is to provide information and guidance to staff and your Board of Trustees, based on current trends in the real estate marketplace; developing creative solutions that address District, Community and other Stakeholder needs. We work with multiple school districts, and our track record is outstanding in creating opportunities, and delivering results. *Vacancy to Vibrancy* in land use solutions are the hallmark and goal of Terra Realty Advisors. New, sustainable and on-gong general fund revenues, matched with the best possible land uses are what we strive to attain for each ARUSD property.

We have extensive experience working with school districts in the San Jose and the Bay Area, as well as districts throughout the State of California over the past 25 years.

The attached Scope of Work identifies what we understand is the pathway to achieve the goal of ARUSD. If you have questions, or we have not identified issues you would like us to cover, please call me and we can discuss. I have not included a contract form of agreement, however we can, or if you prefer we can use the District's standard form of agreement and attach the final scope of work.

Thank you for this opportunity.

Sincerely,

Scott Sheldon
President

450 Chadbourne Road Suite G, Fairfield, CA 94534 • 707-639-1000/p • 707-312-5200/f • www.terraadvisors.net

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CITIES AND COUNTIES

SOLANO COUNTY

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HUB OF PROGRESS
CALIFORNIA

CITY OF EL MONTE
END OF THE SANTA FE TRAIL
INC. 1912
CALIFORNIA

HAWTHORNE · CALIFORNIA · CITY OF GOOD NEIGHBORS

CITY OF SAN PABLO
INCORPORATED APRIL 27, 1948

PICO RIVERA

CITY OF
FAIRFIELD
CALIFORNIA

CITY OF ARTESIA
STATE OF CALIFORNIA

County of Yolo
Founded 1850

CITY OF BALDWIN PARK
HUB OF THE SAN GABRIEL VALLEY
INCORPORATED JANUARY 23, 1956

CITY OF MANTECA, CALIFORNIA
Manteca
the family city

CITY OF AUBURN
CALIFORNIA

CITY OF BELL CAL.
INCORPORATED NOV. 7, 1927

CITY OF OAKLAND

City of
LYNWOOD
California

MONTEBELLO
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LONG BEACH UNIFIED SCHOOL DISTRICT
Excellence & Equity

San José Unified School District

SAUSD

TORRANCE UNIFIED SCHOOL DISTRICT

VUSD
Vacaville Unified School District

Saint Andrew's Episcopal School

SR SAN RAFAEL CITY SCHOOLS

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REPRESENTATIVE PROJECTS LIST

Development/Acquisition:

Edgewater Core Apartments Jackson, MS	114 units	1981-1982
CHG Plaza Office Federal Way, WA	20,980 sf.	1982-1983
Cedar Ridge Apartments Lakewood, CO	96 units	1982-1983
Siesta Hills Shopping Center Albuquerque, NM	88,320 sf.	1983-1984
Lodi Oaks Apartments Lodi, CA	107 units	1983-1984
The Globe Office Building Mercer Island, CA	22,100 sf.	1983-1984
Amador Plaza Shopping Center Amador, CA	102,000 sf.	1983-1984
Walnut Creek Business Center Austin, TX	99,600 sf.	1983-1984
Cedar Park Apartments Spokane, WA	96 units	1983-1985
Crocker's Lockers Self Storage Fairfield, CA	34,000 sf.	1985-1986
Corporate Plaza Office Fairfield, CA	40,000 sf.	1987-1989
1300 Executive Center Office Fairfield, CA	60,000 sf.	1989-1991
333 Sunset Office Suisun, CA	72,000 sf.	1990-1992
Skyline Commercial Center Fairfield, CA	13,000 sf.	1991-1992
Waterman Professional Center Fairfield, CA	22,000 sf.	1992-2003
Village Retail Center Fairfield, CA	22,500 sf.	1995-2004
Ross Dress for Less Fairfield, CA	32,000 sf.	1996-1998
Solano Office of Education Fairfield, CA	33,000 sf.	1997-1998
Gateway Courtyard Retail Center Fairfield, CA	140,000 sf.	1997-2015
Health & Social Services Office Fairfield, CA	115,000 sf.	1999-2001
Solano County Government Center Fairfield, CA	300,000 sf.	1999-2001
Brea Mixed Use Brea, CA	13,000 sf.	1999-2001
St. Andrew's Parish & School Saratoga, CA	90,000 sf.	2001-2007
Freedom Plaza Office Condo Fairfield, CA	20,000 sf.	2003-2005
Bethany Lutheran K-8 School Vacaville, CA	18,000 sf.	2004-2006

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Bellview Apartments Los Angeles, CA	36,500 sf.	2007-2010
Hajoca Building - Centinela Valley UHSD Lawndale, CA	30,000 sf.	2012-2013
Marina Office Building Lease - WCCUSD Richmond, CA	23,000 sf.	2013-2017
Office Building Rohnert Park, CA	6,500 sf.	2017
Office Building Woodland – Yolo County HS&S	63,000 sf.	2020

Land Acquisition – Entitlements:

Windrift Homes Suisun, CA	5 units	1993-1994
River Oaks Housing Fairfield, CA	28 lots	2003-2006
Travis Unified School District Vacaville & Fairfield, CA	47 acres	2003-2008
Woodland Joint Unified School District Woodland, CA	24 acres	2005-2009
The Ranch Middletown, CA	2,300 acres	2006-2007
Nut Tree Airport Land Expansion Vacaville, CA	41 acres	2006-2008
Solano Irrigation District Vacaville, CA	10 acres	2009-2011
Fairfield USD/City of Fairfield/Caltrans Fairfield, CA	16 acres	2011-2013
ICON Land Vacaville, CA	24 acres	2014-2015
Campbell Union High School San Jose, CA	13 acres	2017-2018
Cambrian School District San Jose, CA	10 acres	2019-2024
Union School District San Jose/Los Gatos, CA	20 acres	2020-2024

Renovations:

Majestic Hotel Renovation San Francisco, CA	40,000 sf.	1981-1983
Princeton Court Apartment Rehab Fairfield, CA	24 units	1986-1988
740 Texas Street Historic Rehab Fairfield, CA	15,000 sf.	1988-1990
Various Tenant Improvements: Office and Retail, California	750 sf.	1990-Present
Brownstone Lofts Los Angeles, CA	95 units	2006-2008
Woodland Joint USD District Office Woodland, CA	40,000 sf.	2007-2009

Specialty Projects: Lease – Development – Construction/TI:

Green Valley Master Plan Golf Community Fairfield, CA	1,200 homes	1991-1992
George's Feed Store Suisun, CA	10,000 sf.	1991-1992

Various Outdoor Advertising Signs SF Bay Area & Los Angeles, CA		1996-Present
5 Star Car Wash Fairfield, CA	3,500 sf.	1997-1998
Watson Auto Body Repair Facility Fairfield, CA	19,000 sf.	1998-2000
Mission Solano Bridge to Life Fairfield, CA	208 beds	2005-2014
El Dorado Polo Club Golf Community Indio, CA	1,000+homes	2006
Solano Irrigation District Corporation Facility Vacaville, CA	57,500 sf.	2008-2013
7 Flags Car Wash Facilities Vacaville & Citrus Heights, CA	3,000 sf.	2012-2014
ICON Aircraft Production Vacaville, CA	280,000 sf.	2012-Present
Long Beach USD – expanded parking lot	1 acres	2013
Santa Monica Malibu USD – mixed use, public-public plan	9 acres	2013-Present
Paradise Valley Estates expansion project Fairfield, CA	8.5 acres	2017-2019
Big 5 Sporting Goods Fairfield, CA	10,000 sf	2017-2018
Solano County Water Agency	13,000 sf	2016-2022

Partial Client List: Real Property Consulting/Public:

- Travis Unified School District
- Orcutt Union School District
- Long Beach Unified School District
- Santa Monica Malibu Unified School District
- Centinela Valley Union High School District
- Montebello Unified School District
- Fairfield Suisun Unified School District
- Evergreen School District
- Campbell Union High School District
- Woodland Joint Union School District
- Chico Unified School District
- Dublin Unified School District
- Newport Mesa Unified School District
- Pajaro Valley Unified School District
- San Jose Unified School District
- Oakland Unified School District
- Compton Unified School District
- Metropolitan Education District
- West Contra Costa Unified School District
- San Rafael City School District
- Cambrian School District
- Chabot Las Positas Community College District
- Solano County Office of Education
- City of Fairfield
- City of Montebello
- City of Bell Gardens
- City of Norwalk
- Vacaville Unified School District
- California Department of Transportation
- Los Angeles Metro Transportation
- City of Hawthorne
- City of Rohnert Park

TERRA
realty advisors inc

- City of San Pablo
- County of Solano
- County of Yolo
- Solano Irrigation District
- Torrance Unified School District
- Cambrian School District
- Mountain View Whisman School District
- Ukiah Unified School District
- City of Baldwin Park
- Union School District
- Solano County Water Agency
- Rowland Unified School District
- Santa Ana Unified School District
- Palos Verde Peninsula Unified School District
- Vallejo Sanitation and Flood Control

Partial Client List: Real Property Consulting/Private:

- MHI Real Estate
- Tellefsen Investments
- ICON Aircraft, Inc.
- Partnership HealthPlan of California
- Spectrum Properties, Inc.
- St. Andrews Parish + School
- Bethany Lutheran Church + School
- B + L Properties
- Solano Land Trust
- Watson Auto Body, Inc.
- Paradise Valley Estates, Life Care Community
- Mission Solano Bridge to Life
- Jack Anthony Enterprises
- Concord Iron Works
- Holy Spirit Catholic Church
- Grace Episcopal Church
- Chris Miller Self Storage Company
- Dependable Plastics
- Shappell Properties, Inc.
- WW Acquisition, LLC
- Orbach Huff Suarez & Henderson

Partial Client List: Outdoor Advertising (Billboards):

- City of Hawthorne, CA
- Montebello Unified School District
- City of El Monte
- City of Norwalk
- City of San Pablo
- Chabot las Positas Community College
- City of Baldwin Park
- City of Fairfield
- City of Pico Rivera
- City of Galt
- Los Angeles Unified School District
- Centinela Valley Union High School District
- City of Montebello
- City of Bell Gardens
- Solano Irrigation District
- Metropolitan Education District San Jose, CA
- Chico Unified School District
- City of Lynwood
- City of N. Hollywood
- City of Madera
- San Leandro Unified School District
- El Monte City Schools

SCOPE OF SERVICES

Terra Realty Advisors, Inc. ("TRA") as consultant shall represent and provide advice to Alum Rock Union School District ("Client"), as directed, in connection with their various asset management needs regarding their closed school sites located in San Jose, CA (the "Properties"), and shall perform these services and carry out such other responsibilities as are set forth herein, and any additional duties and responsibilities as are reasonable within the general scope of such services and responsibilities as designated from time to time by the Client.

It is assumed TRA will provide assessments as set forth below for nine (9) to be closed school sites. Services shall be performed in the name, and on behalf of Client, and shall consist of the duties set forth herein; provided, however, the performance of any duty by TRA is not beyond the reasonable control of TRA:

Phase I:

(1) Due Diligence on each identified Property:
   a. Site visit to study land, "edge conditions", surrounding community,
   b. Review and study all property recommendations as outlined in District reports
   c. Develop conceptual land use option(s) to consider,
   d. Research comparable land sales comps to determine a range of values by product type,
   e. Identify on and off-site development costs which will impact the land value, i.e. powerlines, environmental conditions, etc.
   f. Identify political and CEQA issues to be addressed during any entitlement process, i.e. traffic, acoustic, existing tenants, fields, etc.,
   g. Identify demographic and economic matters that will affect land use decisions,
   h. Obtain a Preliminary Title Report for each property to identify any potential development issues,
   i. Review AHERA reports from Client to ascertain environmental issues, if any, which would impact development costs
   j. Review civil site plans from Client to ascertain issues, if any, which would impact development and costs

(2) Work with Client to define and refine conceptual development or re-use plans for each identified site:
   a. Identify and address issues and process with CDE and Ed Code for identified options,
   b. Work with Client legal counsel to address development issues, opportunities and constraints
   c. Identify neighbor and community issues
   d. Develop a proposed timeline/schedule
   e. Prepare potential values and annual revenue pro forma

(3) Included are an in person kick off meeting with District staff along with other meetings as required, together with closed session updates with the Board of Trustees during the Phase I process, as needed.

Deliverables to include:

1. Powerpoint report to present to staff and the Board in closed session with recommendations,
2. Preliminary title reports on all properties,
3. Development concepts with associated economic results,

4. City entitlement process, issues,
5. District legal issues to consider for each concept,

All work shall be on a time and materials basis, per the attached schedule, with the following reimbursed at cost:

1. TRA reimburseable: $1,000 estimate
2. Title Report: $750 - $1,000 estimate for each property

We anticipate Phase I will require approximately 60-90 days to complete from authorization to proceed.

Phase II:

With the information developed as part of the Phase I Scope of Work, at the direction of the Client, TRA will study all remaining District sites being used for educational purposes, to assess each property and provide additional asset management ideas post closure of the 9 sites as set forth in Phase I of this Scope of Work, addressing and developing recommendations and concepts to consider, to further enhance revenues and land uses. In addition, TRA will continue developing and starting to implement the direction from the Board of Trustees on the initial 9 closed sites including:

(1) Work with the City of San Jose on opportunities and constraints:
   a. Identified land use solution(s),
   b. Zoning and General Plan application and processing schedule/timeline for identified development option(s),
   c. Neighbor and community issues,
   d. Political issues and timing of development/entitlement process
   e. Identify infrastructure issues that would impact development of the site, i.e. water, sewer, storm, etc.

(2) Recommended to engage an architectural firm to provide a conceptual land use plan for each site, as a sub-consultant to TRA:
   a. Verify maximum densities achievable within the General Plan and Zoning regulations of the City, as well as address property "edge conditions",
   b. Provide a base plan to discuss with the Client and Board, City staff

(3) Scope to include meetings with District staff, one meeting with the City of San Jose staff, closed session updates with the Board of Trustees as needed

Deliverables to include:

1. Powerpoint report to present to staff and the Board in closed/open session with recommendations,
2. Development concepts with associated economic results,
6. City entitlement process, issues,
7. District legal issues to consider for each concept,

A final Scope of Work and estimated fee will be prepared at this time. All work shall be on a time and materials basis, with the following reimbursed at cost:

1. TRA reimburseable: TBD
2. Architect/Landplanner: TBD

Phase III:

There will be various options for the District and Board to consider, which will determine an estimated fee, however the anticipated work could include:

(1) Finalize a development and/or re-use plan for consideration by the Board of Trustees

(2) Work with the City of San Jose on land use issues; submit applications

(3) Consider engaging a qualified real estate broker to market the development opportunity
   a. Develop an RFP to identify and select a broker
   b. Coordinate all marketing work on behalf of Client
   c. Assist in final selection of broker

(4) Consider issuing an RFP for qualified developers to enter into an agreement to develop the site(s)
   a. Develop a RFP to identify and select a developer
   b. Coordinate all outreach and marketing on behalf of Client
   c. Assist in final selection of developer

(5) Work with the Client, interface with City Staff and Council during the entitlement process

(6) Work with Client legal counsel to negotiate, review and comment, prior to execution by Client, any agreement between Client and those persons supplying services to Client for designated real estate activities, including, without limitation: architects, civil engineers, soils engineers, environmental assessors, real estate brokers and/or leasing agents/brokers, utility consultants, and general contractors or construction managers, (hereafter, collectively known as "Project Professionals").

(7) Finalize all pro forma values, costs and returns on selected development option(s)

(8) At the direction of the Client, implement any reasonable decisions of the Client made in connection with directed real estate activities.

(9) Perform and administer any and all other services and responsibilities which are set forth in any other provisions of this Agreement, or which are reasonably requested to be performed by the Client, and are within the general scope of the services described herein.

(10) Schedule regular updates with staff and the Board of Trustees, as directed.

EXHIBIT A – Compensation of the Consultant

In its capacity under this Agreement, TRA shall receive fees, as set forth in the Rate Schedule as referenced herein, which rates may be adjusted annually on July 1.

RATE SCHEDULE
2024/2025

The following are the hourly rates for each position:

President	$310.00/hr
Executive Vice President	$265.00/hr
Senior Vice President	$230.00/hr
Vice President	$210.00/hr
Director of Due Diligence/Research	$150.00/hr
Administrative/Clerical	$ 95.00/hr

Invoices will be issued monthly and will be due and payable upon receipt. All other costs, such as phone, fax, or travel outside the Bay Area or Sacramento, overnight delivery charges, blueprints, etc., and additional costs, shall be reimbursed at cost. All payments will be delinquent after 30 days, and shall bear interest at 1 1/2% per month.

Phase 1: The following is a budget estimate of fees likely to be incurred for our services based on the attached Scope of Services. Not to exceed for Phase I in the amount of **Fifty-Nine Thousand Five Hundred Dollars ($59,500.00)**. In addition, there will be an estimated reimburseable amount not to exceed **One Thousand** Dollars **($1,000.00)**. There will also be a reimbursement of other outside vendors such as a title company, etc. at cost, after being approved the Client. An estimate is not a fixed fee and does not constitute a commitment to perform services for that amount, or an obligation for the Client to pay that amount. Client consent will be obtained before TRA charges for fees that exceed the stated budget.

Preparing to serve or serving as a consultant or witness in any litigation, arbitration or other legal proceedings are additional costs, and will be charged at 1.5 times the hourly rates as shown above.

PUBLIC PROPERTY ADVISORS

SINCE 1977

A division of Gillmor & Associates

REAL ESTATE • PROPERTY MANAGEMENT • LAND PLANNING

RESPONSE TO ARUSD

RFP No. 2425-BUS01

PUBLIC PROPERTY ADVISORS

1201 FRANKLIN MALL
SANTA CLARA, CALIFORNIA 95050

Lisa M. Gillmor, President
Paulo Hernandez, Principal

408-246-5020 – Office

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COMPANY PROFILE – EXPERIENCE

Office Location:	1201 Franklin Mall Santa Clara, CA 95050
Number of Employees:	Five (5) employees
Contract Contact:	Lisa M. Gillmor, President Public Property Advisors 1201 Franklin Mall Santa Clara, CA 95050 408-246-5020 office 408-836-0313 cell lisagillmor@gmail.com
Years of Experience:	Public Property Advisors was founded in 1978 - Representing school districts and local governments for approximately 42 years
Previous or Pending Litigation:	Not once in over 45 years
Financial Statement:	Company has successfully been in business for approximately 45 years – Financial statements can and will be provided at appropriate time and upon execution of confidentiality agreement.
Company Background/History:	Included in following pages.
Recent Satisfactory Projects:	Summary included in following pages.

PUBLIC PROPETY ADVISORS - COMPANY BACKGROUND/PHILOSOPHY

Public Property Advisors has a proven track record of representing School Districts, Local Government and Private Real Estate Development clients with all aspects of real estate advisory services. Our respective backgrounds in Local Government strategically positions' us to deliver School Districts with cutting edge and creative solutions to an often-complex land use process. Our partners have served in elective office, including Mayor and Vice Mayor of City of Santa Clara. This experience has allowed us to understand the nuances and challenges of Local and State Government and enabled us to develop creative solutions to complex land use issues.

Public Property Advisors has participated in several high-profile public land use projects in the Bay Area and Northern California, including but not limited to the following:

1. ***Union School District*** - Lead consultant managing negotiations and leasing of all District facilities and properties.

   Managed the disposition of 3.3-acre former corporation yard property through long-term ground lease to residential care facility developer.

2. ***Alisal Union School District*** – District Real Estate Consultant that represented District in acquisition of 2.4-acre site to potentially relocate and consolidate District Administrative functions.

3. ***San Jose Evergreen Community College District*** – Lead Real Estate Consultant managed and facilitated purchase of 7-Story Building in Downtown San Jose to relocate District Administrative Offices from Evergreen Community College campus – Property acquisition closed escrow on January 14, 2013.

4. ***Gilroy Unified School District*** – Prepared real-estate profile/highest and best use analysis + disposition strategy for five (5) underutilized and/or surplus District properties. Facilitated the process to declare two (2) properties as surplus lands and managed the disposition of these properties on behalf of District.

   We have successfully obtained waivers of public bidding process from State Office of Education for sites owned by the District and managed the disposition of both properties.

5. ***Pittsburg Unified School District*** - Lead consultant provided real estate and land use consultant services – Managed the disposition of two (2) significant District-owned properties in Pittsburg California. PPA successfully obtained waivers of public bidding process from State Office of Education for sites owned by the District and successfully exchange property with City of Pittsburg and disposed of 10+ acre property to residential developer.

6. ***Alum Rock Union School District*** – Lead land planner and real estate advisor for over 10 years – Managed all real estate transactions that involve District-owned land and facilities, including but not limited to: Negotiating all land/facility leases and providing general land planning services.

7. ***Santa Clara Unified School District*** – Lead consultant responsible for facilitating construction of 40-unit teacher housing project on District property – District recently constructed additional 30 apartment units + subsequent property management services.

8. ***Berryessa School District*** – Disposition of a 10-acre site Berryessa School site + portion of the District Office site;

9. ***East Side Union High School District*** – Lead consultant that managed the master planning of the 27-acre District Administrative Office property on North Capitol Road in San Jose. Managed and facilitated the disposition of a 13-acre Quimby site to residential developer and facilitated local governmental entitlement approvals. Represented ESUHD as lead negotiator regarding disposition of a 3-acre site to Valley Transportation Authority – Site was subsequently constructed as light-rail park-and-ride lot/bus station at the East Side Union High School District Office site on North Capitol Road in San Jose.

10. ***Newark Unified School District*** – Disposition of two properties: Muller and Silva sites on behalf of the District. Work also included facilitation and coordination with developer buyer to achieve entitlements through the City of Newark.

11. ***National Hispanic University*** – Provided pro bono consultant services related to construction of new 65,000 square foot university facility on existing 10-acre school site. Paulo Hernandez of Public Property Advisors was lead consultant on programming and land use entitlement for new facility.

12. ***Mission College/Santa Clara Mercado Center*** - Negotiated the highly successful Mission College Development project in the City of Santa Clara (The Mercado Commercial Center). This project resulted in a very successful land lease and lucrative minimum guarantee revenue to the West Valley-Mission Community College District.

Public Property Advisors has represented over 65 public agencies throughout the State of California and disposed over 120 sites, through sale or ground lease arrangements. PPA has also negotiated large-scale multimillion-dollar projects on behalf of School Districts and Local Government.

RECENT ACCOMPLISHMENTS – PUBLIC PROPERTY ADVISORS

1. **UNION SCHOOL DISTRICT, San Jose** – DISPOSITION OF 3.3-ACRE FORMER DISTRICT CORPORATION YARD THROUGH 99-YEAR GROUND LEASE

   As District lead Real Estate Consultant, managed the entire process of declaring property as surplus lands through State Department of Education and facilitated the approval of Waiver of Public Bidding. Subsequently prepared and issued Requests for Proposals that resulted in successful negotiations of 99-year ground lease with Assisted Living Project Developer.

2. **SAN JOSE/EVERGREEN COMMUNITY COLLEGE DISTRICT** – PURCHASED 7-STORY OFFICE BUILDING FOR RELOCATION OF COLLEGE DISTRICT ADMINISTRATIVE OFFICES

   As District Real Estate Advisor, facilitated process of identifying potential sites for relocation of College District Administrative Offices – Brokered the purchase of 7-story office building in Downtown San Jose.

3. **GILROY UNIFIED SCHOOL DISTRICT** – DISPOSING OF 15.7-ACRE AND 10-ACRE DISTRICT PROPERTIES

   As District Real Estate Advisor, managed and facilitated process designating two significant sites as surplus lands – Public Property Advisors (PPA) also managed and facilitate approval of Public Bidding Waiver from State Office of Education.

   PPA managed disposition of 10-acre site to publicly-traded home builder and property exchange of 15.7-acre with local developer.

4. **ALUM ROCK UNION SCHOOL DISTRICT** – LONG-TERM GROUND LEASE OF 9.0-ACRE SURPLUS SITE (Former Middle School)

   Negotiated and facilitated execution of 40-year ground lease with local Charter School.

5. **ALUM ROCK UNION SCHOOL DISTRICT** – LONG-TERM GROUND LEASE OF 2.0-ACRE SURPLUS SITE (at existing elementary school property)

   Negotiated and facilitated execution of 30-year ground lease with local Charter School.

6. **ALUM ROCK UNION SCHOOL DISTRICT** – JOINT USE AGREEMENT OF 2.0-ACRE FIELD PORTION OF EXISTING MIDDLE SCHOOL

   Negotiated and facilitated execution of 25-year Joint Use Agreement with local government for construction and operation of sports field project.

7. **UNION SCHOOL DISTRICT** – GROUND LEASE OF 10.8-ACRE SURPLUS SITE, FORMER MIDDLE SCHOOL SITE

   Negotiated and facilitated approval of 6-year ground lease.

8. **SANTA CLARA UNIFIED SCHOOL DISTRICT** – GROUND LEASE OF 55,000 SF FACILITY

   Negotiated and facilitated approval of 5-year ground lease.

9. **SANTA CLARA UNIFIED SCHOOL DISTRICT** – CASA DE MAESTRO" TEACHER HOUSING PROPERTY MANAGER

   PPA is the property manager for the 70-unit teach housing apartment complex.

10. **PITTSBURG UNIFIED SCHOOL DISTRICT** – PROPERTY EXCHANGE WITH LOCAL GOVERNMENT

    Negotiated and facilitated approval of Property Exchange with City of Pittsburg.

11. **PITTSBURG UNIFIED SCHOOL DISTRICT** – DISPOSITION OF 10-ACRE SITE TO RESIDENTIAL DEVELOPER.

    In coordination with District Deputy Superintendent, facilitated purchase of District property by residential developer – As well as managed process to obtain Waiver of Public Bidding from State Office of Education.

RELEVANT REPRESENTATIVE PROJECTS

MAJOR PROJECTS



Reed & Graham
Mixed-Use Master Plan, Entitlement
San Jose, California

Paulo Hernandez of PPA, served as one of lead master planning consultants for this sensitive site. Facing strong initial opposition from city planning staff, they were able to convince key stakeholders to embrace a development concept that will convert the 16-acre heavy industrial property into a transit-oriented residential and office mixed-use development. The team spearheaded all aspects of approval on the property, instigating a key transformation in the Midtown San Jose area. This included a General Plan amendment to allow for 675 units of high-rise residential housing; 625,000 square feet of commercial space; 4.6 acres of parkland; and an increase in allowable building height from 45 to 120 feet.



San Jose Water Land Company – Delmas Property
Mixed-Use Development Plan, Entitlement
San Jose, California

Paulo Hernandez of PPA was primary land use consultants for this site. The firm conducted highest-and-best-use analyses and initiated two General Plan amendment approvals to realize the proposed use for the 9.4-acre property. Paulo Hernandez of PPA was part of a blue-ribbon team of development consultants acting as lead strategists, putting together the successful Planned Development Zoning application for 325 units of residential housing and over one (1) million square feet of commercial and office space – now under contract to be purchased by Adobe Systems.



County of Santa Clara – Elmwood Development Plan
Master Planning, Entitlement, Disposition
Milpitas, California

Paulo Hernandez of PPA, assembled a team of consultants and managed the preparation of a Development Plan for the 30+ acre county surplus property. The County Board of Supervisors and City of Milpitas ultimately approved a plan allowing a mix of residential and commercial uses. A Request for Proposals was then prepared, which lead to the disposition of 20 acres for a planned 700-home residential community and Auto Row along Highway 880 and Great America Parkway.



Good Samaritan Hospital
Planned Development Entitlement
San Jose, California

Paulo Hernandez of PPA was lead land planning consultants for Good Samaritan for 3 years – Managing and facilitating approvals for the hospital's major addition and site redevelopment. As such Mr. Hernandez initiated and facilitated the approval of a Planned Development Re-zoning and Development Permit for the 20-acre site. This included an 80,000-square-foot hospital expansion, a helicopter landing structure, property and hospital facility signage, parking reconfiguration, and landscaping of the entire property.



County of Santa Clara – Fairgrounds Project
Planned Development Entitlement, Disposition
San Jose, California

Paulo Hernandez of PPA, initiated and facilitated approval of a General Plan amendment to change a majority of this 16-acre property's land use designation from public park / open space to high density residential (25-50 units per acre) and prepared a Requests for Proposals that lead to a successful disposition of the site. The successful land entitlement and disposition resulted in the construction of a 561-unit housing development that included affordable apartments, market-rate town homes, and a 55,000 square-foot county health care clinic.



National Hispanic University (NHU)
Planned Development Entitlement – Pro bono Consultant
San Jose, California

Paulo Hernandez of PPA was the lead land planning/entitlement consultant (pro bono) that managed and facilitated the approval of a Planned Development Rezoning and Development Permit for the 10.60-acre NHU site – Allowing the construction of a new 67,000 square foot university. National Hispanic University is the only accredited university of its kind in the United States.

RESUMES/BIOS

Lisa M. Gillmor

President, Public Property Advisors
Broker, Gillmor & Associates
Mayor, City of Santa Clara

Occupation and Education: Real Estate Professional, President, Public Property Advisors, Broker, Gillmor & Associates, B.S., Political Science, U.S.C.;Licensed Broker, State of California.

Lisa has worked with school districts throughout California for nearly 40 years. As an accomplished real estate professional and dedicated public servant, she brings a unique blend of leadership, expertise, and community-focused experience to any project. As the current Mayor of Santa Clara and Owner/Broker of Gillmor & Associates/Public Property Advisors, she possesses extensive knowledge in real estate transactions, public property management, and strategic negotiations. Her academic background in Political Science from De Anza College and USC, coupled with her California Broker's License, has provided her with a strong foundation in both the public and private sectors. Throughout her career, she has demonstrated a commitment to excellence, ethics, and results-driven performance, ensuring that all projects she undertakes are handled with the highest level of professionalism.

In addition to professional qualifications, her extensive public and community service reflects her dedication to fostering strong relationships and creating positive impacts within the community. She has served in numerous leadership roles, including Co-Founder of the City of Santa Clara Task Force on Diversity, Equity, and Inclusion, Chair of the Santa Clara University Student Housing Committee, and Board Member of the Mission City Community Fund. Lisa's involvement with various transportation commissions, educational partnerships, and nonprofit organizations has equipped her with a deep understanding of community needs, public policy, and collaborative project management. Lisa's proven ability to navigate complex environments and deliver outstanding results makes her a valuable asset to any real estate services endeavor.

PAULO HERNANDEZ

Consulting Principal, Public Property Advisors

Land Planning:

Mr. Hernandez has over 30 years of experience in Land Use Planning, Project Management, Development Entitlement and working with Local City and County Governments. Most recently, Mr. Hernández has provided real estate advisory services including strategic land use planning, highest and best land use analysis, land transaction negotiations and achieving development entitlement approvals from local governments on behalf of public and private sector clients. Recent clients include governmental entities, school districts, land developers/builders and private landowners.

In partnership with Silicon Valley Advisors of San Jose, facilitated numerous approvals from local governments to achieve the highest and best economic use for both public and private clients including but not limited to the County of Santa Clara, San Jose Water Land Company, ROEM Development, Good Samaritan Hospital, San Jose Elks, Alum Rock Union School District, National Hispanic University, Reed & Graham Incorporated and several local and nationally recognized residential developers. The process has involved preparing project budgets/schedules, preparing and submitting land use applications, negotiating and managing consultant agreements, project management, and close coordination with land developers, local governments and elected officials.

He also worked with Counties of San Luis Obispo and San Mateo as a Planner managing development and land subdivision applications for conformance with zoning and land use policies.

Redevelopment:

Paulo Hernandez worked for five years at the San Jose Redevelopment Agency and was directly involved with most aspects of redevelopment. During this time Mr. Hernandez managed a $5 million budget to restore older and historic buildings in the Downtown Core Area; Authored and amended redevelopment project area plans; Developed and managed budgets and schedules and assisted with management of Downtown redevelopment capital projects including the new San Jose City Hall, San Jose/SJSU Joint Library, California Fox Theatre Restoration, Fourth Street Garage/Mixed Use Project and Horace Mann Elementary School.

He was eventually promoted to financial/budget analyst and assistant project manager to the planning and construction division that oversaw all capital projects in Downtown San Jose.

School Districts:

Through partnership with Public Property Advisors of Santa Clara, California, Paulo Hernandez provides real estate advisory services for school districts. The Public Property Advisors partnership provides advisory services on all aspects of real estate including but not limited to negotiation and facilitation of land/facility leases, land planning, managing and facilitation of all efforts related to conformance with California Education Code, declaration and disposition of surplus District lands, negotiations and facilitation of property exchanges and in most cases manage all aspects of negotiations related to District-owned real estate.

Mr. Hernandez is a proud graduate of the Cal Poly San Luis Obispo College of Architecture and Environmental Design – Degree & emphasis in City & Regional Planning and Architecture.

REFERENCES

A. **Jose Manzo**
Former Superintendent, - Alum Rock Union Elementary School District

(408) 439-1346

B. **Alvaro Meza**
Assistant Superintendent/C.B.O. – Gilroy Unified School District

(831) 588-6455

C. Denise Coleman
Former Superintendent – Union School District

(408) 499-1480

D. Laura Phan
Former Assistant Superintendent/C.B.O. – Alum Rock Union Elementary School District

(408) 250-9422

CONSULTING AGREEMENT
SCOPE OF SERVICES / COMPENSATION

CONSULTING AGREEMENT

THIS CONSULTING AGREEMENT ("Agreement") is made effective _____ between _____School District ("Client") and Public Property Advisors ("Consultant").

A. **Client** desires to engage the services of a consultant with experience in the area of land use, real estate and government relations:

B. Consultant has experience in this area of consulting and is available to render its services to **Client**.

NOW, THEREFORE, for good and valuable consideration, **Client** and Consultant agree as follows:

Article 1. Engagement and Scope of Work

Subject to the terms and conditions of this Agreement, **Client** engages Consultant, and Consultant hereby accepts such engagement, to perform those services (the "Services") described on the attached Exhibit A, as may be modified in writing by the parties from time to time. Services shall be performed in accordance with (a) the highest professional standards and practices, (b) all applicable laws, rules and regulations, and (c) in compliance with **Client's** directions.

Article 2. Compensation and Work Schedule

Consultant shall be paid according to the following schedule:

See attached Exhibit B.

Expenses: At cost, subject to prior written approval of **Client**.

Travel: At cost, subject to prior written approval of **Client**.

Article 3. Term and Termination

This Agreement shall be effective as of _____ and may be reviewed annually by the parties hereto. This Agreement may be terminated by either party for any reason by giving written notice to the other, thirty (30) days in advance of the date of such termination. Notwithstanding the foregoing, **Client** may terminate this Agreement immediately upon the breach by Consultant of any material term of this Agreement (which breach may include, but not be limited to, unsatisfactory performance or the violation of any of **Client's** direction).

Article 4. Terms of Payment

Consultant shall submit to **Client** an invoice for retainer Services rendered and expenses incurred within five (5) business days of the beginning of each month. **Client** shall issue payment within thirty (30) days of receipt of a completed invoice. **Client** will not withhold from any payments any amounts for income taxes, Social Security contributions, unemployment or worker's compensation or other purposes, which obligations shall be the sole responsibility of Consultant.

Article 5. Confidentiality

Consultant shall keep confidential all information, oral or written, obtained by Consultant in the course of performing Services under this Agreement. Consultant shall not disclose to any party other than **Client** any reports, analyses, conclusions or recommendations of any type developed by Consultant in performing the Services. This obligation of Consultant shall be of a continuing nature and shall not be canceled by the expiration, suspension or termination of this Agreement. Consultant further agrees that if, due to its performance of the Services, **Client** considers that Consultant may obtain knowledge or access to privileged, secret or otherwise confidential technology or other information provided to **Client** from any other third parties under agreements, Consultant will comply with any request of **Client** to sign reasonable nondisclosure, secrecy or confidentiality agreements related to such information with such third parties. This obligation of confidentiality shall not apply to information: (i) that is previously known, or available, to consultant on an unrestricted and nonconfidential basis; (ii) that is, or becomes a part, of the public domain; or (iii) that is learned by Consultant from a third party who has obtained such information free of any obligation of confidentiality.

Article 6. Ownership of Work Product

Title to all tangible work product, designs, concepts, plans, slogans, trademarks, software reports, processes, specifications, working papers and other materials developed by Consultant during the course of performing the Services hereunder (the "Work Product") shall vest solely in **Client**, and Consultant shall deliver the same, together with all supporting documentation, materials and files, promptly to **Client** upon the request of **Client** or the termination of this Agreement.

Article 7. Status

Consultant is an independent contractor of **Client** and not an employee or agent. Consultant shall have no authority to enter into any contract or assume any obligation on behalf of **Client** without the prior written consent of the Client. Consultant will not have fixed hours and will not be supervised in the performance of Services hereunder, particularly with respect to the manner and details in which such Services are performed. This Agreement is non-exclusive. Consultant agrees to devote such time to performing Services under this Agreement as is necessary or appropriate. **Client** acknowledges that Consultant may engage in other business activities

during the term of this Agreement and may be employed or retained by others. In no event, however, shall consultant accept any employment, which is competitive with interests of client, which are the subject of this agreement.

Article 8. Arbitration

Any controversy or claim in excess of $5,000 arising out of or relating to this Agreement or any breach thereof, shall be settled by arbitration in San Francisco, California, in accordance with the Commercial Arbitration Rules of the American Arbitration Association ("AAA"), and judgment upon the award rendered by the arbitrator may be entered in any court having jurisdiction thereof. The arbitration shall be before a single arbitrator mutually selected by the parties. If the parties are not able to agree to a single arbitrator within ten (10) days of the demand of either party for arbitration, either party may initiate arbitration by application to the AAA. The prevailing party shall be awarded its attorneys' fees and other costs, in addition to any other relief deemed appropriate.

Article 9. Miscellaneous

(a) Modifications or amendments to this Agreement must be in writing and executed by duly authorized representatives of each party.

(b) This Agreement constitutes the entire agreement of the parties with respect to the subject matter hereof and supersedes all prior agreements, understandings and correspondence, whether oral or written, with respect to the same subject matter.

(c) This Agreement may not be assigned by Consultant.

(d) This Agreement shall be governed by and construed in accordance with the laws of California without giving effect to its conflicts of laws principles.

(e) All notices hereunder must be in writing and delivered to the parties at the addresses set forth above. Notices shall be deemed delivered upon receipt (if delivered personally, by overnight courier or by receipt-confirmed facsimile) or three days after mailing if placed in the United States mail.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the date first above written.

_____ School District	Public Property Advisors
By: _____	By: _____
Its: _____	Its: _____

EXHIBIT A
SCOPE OF WORK

PHASE I – DISPOSTION PROCESS:

- Meet with District officials to determine goals and objectives and confirm scope of consulting work;
- Prepare a complete inventory and physical facts of all District-owned property or properties;
- Determine level of compliance with State Office of Education process for disposition of public lands (i.e. has property or properties been declared surplus; if so, how far into the process has the District gone);
- Coordinate with City of San Jose to determine the appropriate land use entitlement necessary to achieve the highest and best use for District-owned property or properties;
- Prepare highest-and-best value entitlement strategy – Regarding approvals from City of San Jose;
- Provide Districts with an estimate of the market value so that the District Trustees can make informed and sound policy decisions about the sale or lease of surplus property;
- Prepare property or properties Disposition Strategy;
- If consistent with disposition strategy and approved by District, through continued facilitation of land use entitlements, represent the District before the appropriate governmental agencies;
- If property is not disposed during offering to required public entities, prepare applications and facilitate approval of necessary waivers of public bidding process – From State Office of Education.

PHASE II – PROPERTY DISPOSITION:

- Prepare strategic and targeted list of potential buyers and/or lessees (Depending on District goals for Disposition) for property or properties;
- Conduct a professional marketing campaign to secure a qualified purchaser or lessee;
- Solicit offers from targeted list of buyers and/or lessees;
- Review offers and meet with District officials – Present recommendation to District officials;
- Present recommendation to District Board of Trustees in closed session;
- Negotiate property or properties disposition on behalf of District;
- If necessary and applicable, assist the District and potential buyer by processing the required rezoning (and other regulatory approvals from City of Pleasanton and/or County) for the proposed planned development and/or utilization of the site(s) and

- Assist Districts at meetings with community, public or other groups concerning the sale or lease of the property.

The aforementioned is a proposed scope of work based what we presently know about the properties and recent District efforts to dispose of subject properties – If hired the first step would be to review and finalize this scope of work.

FEE SCHEDULE

PROPERTY DISPOSTION (GROUND LEASE/JOINT USE/EXCHANGE/SALE)

I. Total Not to Exceed Fee

This phase of the proposed scope of work shall be billed on Time and Materials Bases using the following rates:

Principals	$180.00 per hour
Admin Support	$45.00 per hour
Reimbursable Expenses	PPA responsible for all expenses incurred related to the work, unless otherwise agreed between the parties

The total not to exceed amount for completion of Phase I of Work (Disposition Process) shall be up to $50,000. Hourly compensation shall only apply to Phase I of Scope of Work.

II. Monthly Invoices + Credit Towards Potential Future Disposition Payments (Under Section III Below)

Public Property Advisors (PPA) agrees to submit a monthly time and materials invoice broken down by time spent on Phase I of Scope of Work.

PPA also agrees that total fees paid under Section I above shall be credited against payments for disposition of property – Under the terms outlined in Section III below.

Aforementioned monthly compensation shall not apply to any and all hours spent by Public Property Advisors on potential market-rate disposition efforts (Phase II – Property Disposition) – Such time spent by Public Property Advisors shall be compensated as described below.

III. Market-Rate Disposition (Land Sale/Ground Lease)

The following compensation provisions shall apply to any and all considerations to dispose of District property (as described in Sections III.A-E below).

In consideration of the mutual covenants contained herein, the District will pay the following fees to Public Property Advisors:

A. Upon the sale of said property to any person or entity whatsoever, except as specified below in Paragraph III.D, District shall pay to Advisors a sum equal to 3 1/2% (Three and One Half Percent) of the gross sales price. Said fee shall be payable upon consummation of said sale and close of escrow.

The District shall not be liable for any other fee to Advisors or any other persons or entity, in connection with said sale under this Agreement, except and unless the District specifically agrees thereto, either in writing or pursuant to Board resolution.

B. Upon a long-term lease (defined for the purposes of this Agreement as any lease in excess of 25 years) to any person or entity whatsoever, except as specified below in Paragraph III.D, District shall pay to Advisors a sum equivalent to 3 1/2% (Three and One Half Percent) of the fair market value of said property at the date of execution of said lease. The fair market value shall be determined according to commonly accepted real estate appraisal practices.

   Said fee shall be payable to Public Property Advisors in two equal annual installments. The first installment shall be due upon execution of the lease. The balance will be due on the annual anniversary dates of the execution of said lease. The unpaid balance of said fee shall bear interest at the same rate of return then being received by the District on said lease.

   Rate of return in defined as the percentage the annual rent is of the fair market value of the property at the time the lease is executed.

C. Upon a trade or exchange to any person or entity whatsoever, except as specified below in Paragraph III.D, District shall pay to Advisors a sum equal to 3 1/2% (Three and one half percent) of the fair market value of said property at the date of said trade or exchange. The fair market value shall be determined according to commonly accepted real estate appraisal practices. Said fee shall be payable upon consummation of said trade or exchange and close of escrow.

D. Upon the sale, long-term lease, lease, trade or exchange of any said property to the entities described in Government Code Sections 54222 and Education Code Section 17464 (a) and (b) the District shall pay to Advisors a fee upon the terms and conditions specified in Paragraph II (A, B, and C) above, except that said fee shall be 3% (Three percent).

E. If the District desires to use the consulting services of Advisors in the investment or use of District assets other than real property assets, the exact nature of the services and fees must be determined and mutually agreed to by the parties hereto in writing.

If it is mutually agreed upon by the parties to this Agreement, pursuant to a written addendum to this Agreement, the fees payable to Advisors pursuant to Section III above may be paid to Public Property Advisors directly by the purchaser, developer, lessee, or other party to whom the property is transferred.

6.1

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF TRUSTEES

To the Board of Trustees: Date: January 31, 2025

Subject **Approve Amendment No. 1 with DSK Architects for additional scope related to the merger of Painter Elementary and Sheppard Middle School.**

Staff Analysis: On December 14, 2023 the Board of Trustees approved to award a contract to DSK Architects for a fencing project at Painter Elementary and Sheppard Middle School. The scope included site surveys, schematic design, construction design services, and DSA permitting. Work on this project was paused in anticipation of the Boards action as to which schools would close and which would be consolidated.

At the December 2, 2024 Special Board Meeting the Board acted to consolidate Painter Elementary and Sheppard Middle School. In order to accomplish the consolidation of the two schools' both short- and long-term modifications will be necessary in order to align the building and site with the merger goals. The scope of work for this added service is limited to a short-term scope to have the site ready by the start of the 2025/2026 school year. Additional services to cover the permanent modifications will continue after the start of the 2025/2026 SY.

Some of the short-term modifications include: additional fencing to accommodate pedestrian traffic between the two sites, fencing to prevent lower-grade TK-2 students from accessing the Sheppard backfield, replacement of fencing behind the cafeteria to cover garbage bins, replacement of drinking fountains, resurfacing and restriping of Sheppard parking lot, refurbishment of girls' and boys' bathrooms at Painter Elementary, addition of temporary bathrooms at both Painter and Sheppard. The scope will continue to include surveys, schematic design, construction design, and DSA permitting.

Item	Amount
Original Contract Amount	$ 35,824.70
Change Order	$ 6,500.00
Amendment No. 1	$148,000.00
New Contract total	**$190,324.70**

Recommendation: Staff recommends the Board of Trustees approve Addendum No. 1 in the amount of $148,000 dollars with DSK Architects for the additional scoop of work at Painter Elementary and Sheppard Middle School, and extend the term of the agreement to June 30, 2026.

Prepared by: Marc Freitas MF Title: Interim Chief Bonds Officer

Approved by: Teresa DeCelles TD Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: February 13, 2025

Regular Board Meeting

Recommended Approval

6.1
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

AMENDMENT NO. 1 to:

INDEPENDENT CONSULTANT AGREEMENT FOR ARCHITECTURAL SERVICES

This Amendment No. 1 ("Amendment") amends the Independent Consultant Agreement for Architectural Services ("Agreement"), which was entered into by and between the Alum Rock Union School District ("District") and DSK Architects ("Consultant") (together, "Parties") as follows:

RECITALS

WHEREAS, the Parties entered into the Agreement effective as of December 15, 2023 in order for Consultant to provide architectural services ("Services"); and

WHEREAS, the Parties now desire to amend and supplement the Agreement to extend the term of the Agreement to June 30, 2026; 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:

Due to the merger between Painter Elementary and Sheppard Middle School, short- and long-term modifications need to be made in order to align the building and site with the merger goals. The plan is to move grades 3-5 from Painter to Sheppard in order for Painter to accept more kids in lower grades TK-2. The following short- and long-term modifications will need to take place in order to have Painter Elementary ready for the 2025/2026 school year:

- Adjustment of fencing to accommodate the pedestrian traffic between the two sites.
- Additional fencing between the C-wing and behind rooms 19-25 to prevent lower-grade TK-1 student from accessing the Sheppard backfield.
- Additional fencing with gates to replace the fence behind the cafeteria to cover the view of garbage dumpsters located on the Sheppard parking lot.
- Removal of gate on the Painter side that leads to the middle parking lot. This gate will be repurposed at the new fence being installed in the C-wing.
- Parking lot resurfacing and striping.
- Replacement of 4 drinking fountains with high/low accessibility with bottle fillers.
- Refurbishment of the girl's restroom in wing A and boys' restroom in wing B.
- Addition of temporary bathrooms (12' by 40') at the Painter site.
- Addition of temporary bathrooms (12' by 40') at the Sheppard site.
- Services to include site surveys, schematic design, construction design, DSA permitting, and construction administration.

In order to have Painter Elementary ready for the 2025/2026 school year and to comply with required inspections, the term of the contract is extended till December 30, 2025.

Original Contract Amount	$ 35,824.70
Change Order	$ 6,500.00
Amendment No. 1	$148,000.00
New Contract Total	$190,324.70

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: _____, 2025

Alum Rock Union School District

By: _____

Print Name: _____

Print Title: _____

Dated: February 3rd, 2025

DSK Architects

By: Amir Kakavand

Print Name: Amir Kakavand

Print Title: Managing Partner

dsk
architects

additional service fee proposal
Add Service 1

02/03/2025

Alum Rock Union School District
2930 Gay Avenue
San Jose, CA 95127

Attention: Marc Freitas, Director of Facilities, Bonds, and Leases

Project:	Project No. 10 – Fencing at Painter and Sheppard
ARUSD Contract #:	BD 248069
Date of Add Service:	January 21, 2025
dsk Project Number:	24000.00
dsk Add Service Number:	24000.02

Dear Marc Freitas:

Per your request and our site visit on 1/17/2025, we are pleased to present our fee proposal for additional scope related to the merger of Painter ES and Sheppard MS.

Scope of work:

Per the Alum Rock Union School District Board decision, the Painter and Sheppard are merging and there are short-term and long-term modifications need to be made in order to align the building and site with the merger goals. Currently, the plan is to move grades 3-5 from Painter to Shepperd in order to make Painter capable of accepting more kids in Lower grades including TK-2. The scope of work for this add services is limited to short term scope to make the school site ready by August 2025. There will be another additional services to cover the permanent modifications which will happen past this deadline.

- Addition of a temporary bathroom (12' by 40') at the Painter per attached site plan
- Addition of a temporary bathroom (12' by 40') at Shepperd per attached site plan
- Adjustment to fencing to accommodate the pedestrian traffic back and forth between the two sites.
- Additional fencing between the C-wing and behind rooms 19-25 to prevent lower-grade TK-2 students from accessing the Sheppard backfield.
- Additional fencing replaces the fence that's behind the cafeteria where the garbage bins are. This is in the Sheppard parking lot with gates
- Removing the gate from Painter to the middle parking lot and repurpose at new fence at Building C.
- Adjustment to Parking lot striping and layout and resurfacing.
- Replacement of 4 Drinking Fountains to the new High-Low Accessible drinking fountains with bottle fillers
- Modernization of four student bathrooms as per attached site plan

This will be an additional service to our Contract BD 248069.

Scope of services:

- Preliminary layout for District Review
- Construction Documents
- DSA Approval

- Bidding
- Construction Administration
- This work will be split in two DSA submittal packages. First package for DSA OTC and 2nd packages inclusive of bathrooms modernization for DSA R\regular review.

Compensation:

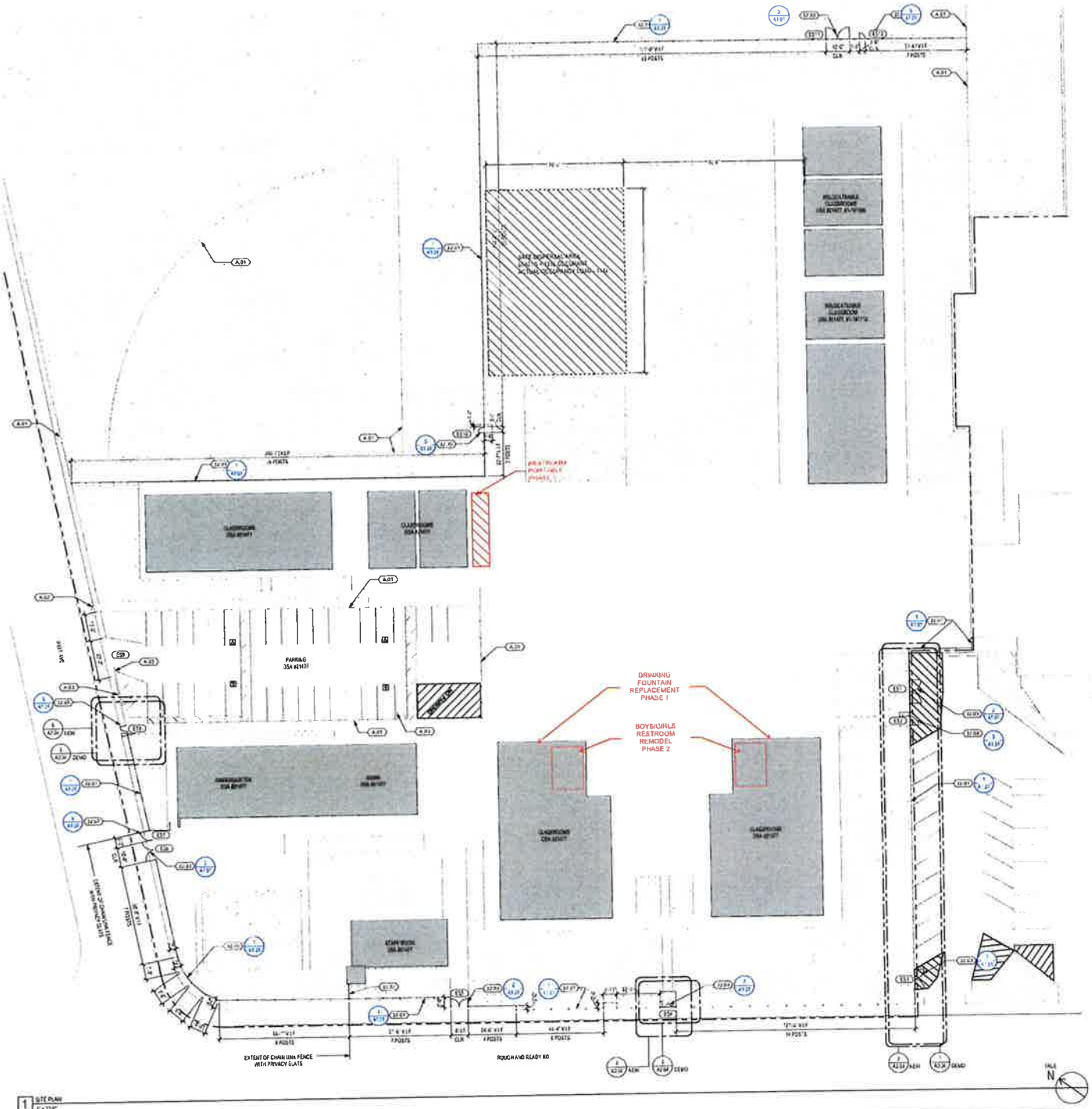
Architectural	$88,000.00
Electrical	$22,000.00
Civil	$14,000.00
Plumbing/Mechanical	$24,000.00
Total:	**$148,000.00**

Compensation shall be a lump sum of one hundred forty-eight thousand Dollars ($148,000.00).
This would be an Additional Service and subject to all of the conditions of the referenced Contract. Attached are the breakdowns for the fees based on project phases and disciplines and the backup consultant fee proposals.

Please sign and return one original of this Agreement as your acceptance of the Additional Services and your approval of the cost. Receipt of this signed original shall be confirmation of our authorization to proceed/continue with the service.

_____ _____
District Representative Date

Sincerely,
Amir Kakavand, AIA, LEED AP
t: 415-244-6953
email amir@dskarch.com



1 SITE PLAN

KEYNOTE LEGEND

A0.01	6'-0" HIGH CHAIN LINK FENCE
A0.02	6'-0" HIGH CHAIN LINK FENCE WITH PRIVACY SLATS
A0.03	6'-0" HIGH CHAIN LINK DOUBLE SWING GATES
A0.04	6'-0" WIDE X 6'-0" HIGH CHAIN LINK DOUBLE ACCESSIBLE GATE
A0.05	3'-0" WIDE X 6'-0" HIGH CHAIN LINK ACCESSIBLE GATE
A0.06	3'-0" WIDE X 6'-0" HIGH CHAIN LINK MAINTENANCE PERSONNEL GATE
A0.07	5'-0" WIDE X 6'-0" HIGH CHAIN LINK MAINTENANCE PERSONNEL GATE
A0.08	4'-0" WIDE X 6'-0" HIGH CHAIN LINK ACCESSIBLE GATE
A.01	EXISTING CHAIN LINK FENCE
A.02	EXISTING CHAIN LINK FENCE AND GATE

HOLDER
1 FOR GATE SCHEDULE SEE SHEET A0.01

SITE LEGEND

- PROPERTY LINE
- BUILDING FOOTPRINT
- EXISTING BUILDING (NOT IN SCOPE)
- EXISTING LANDSCAPE / PLANTING AREA
- EXISTING CONCRETE PAVING
- NEW CONCRETE PAVING SEE DETAILS 1/A1.01 , 1/A1.01 , 1/A1.01 1/A1.01

OCCUPANCY LOAD

TOTAL = 1,912

MINIMUM NUMBER OF EXITS OR ACCESS TO EXITS PER STORY (TABLE 1015.1)

4 EXITS REQUIRED

4 EXITS PROVIDED

AGENCY STAMP

APP: 01-121832 BXC

BR ☐ FLS ☑ AL 6 ☑

DATE 8/19/2024

dsk ARCHITECTS

1901 Harrison Street, Suite 1200, Oakland, CA 94612
T 510.463.3750 F 510.628.7544

825 Bellomo Street, Suite 200, San Francisco, CA 94133
T 415.433.4151 F 415.628.7544

448 1st Street, San Jose, CA 95112
T 408.541.4888 F 408.448.2908

1124 Santa Monica Blvd, Suite 14, Los Angeles, CA 90025
T 310.264.2100 F 415.982.7544

PROJECT NAME
BEN PAINTER ES FENCING PROJECT

BEN PAINTER ELEMENTARY SCHOOL
309 SOUTH L READY RD., SAN JOSE, CA, 95123

KEY PLAN

PROJECT ISSUE DATE YYYY/MM/DD

DATE	NO	REVISIONS

SHEET TITLE
SITE PLAN

SHEET NUMBER
A0.03

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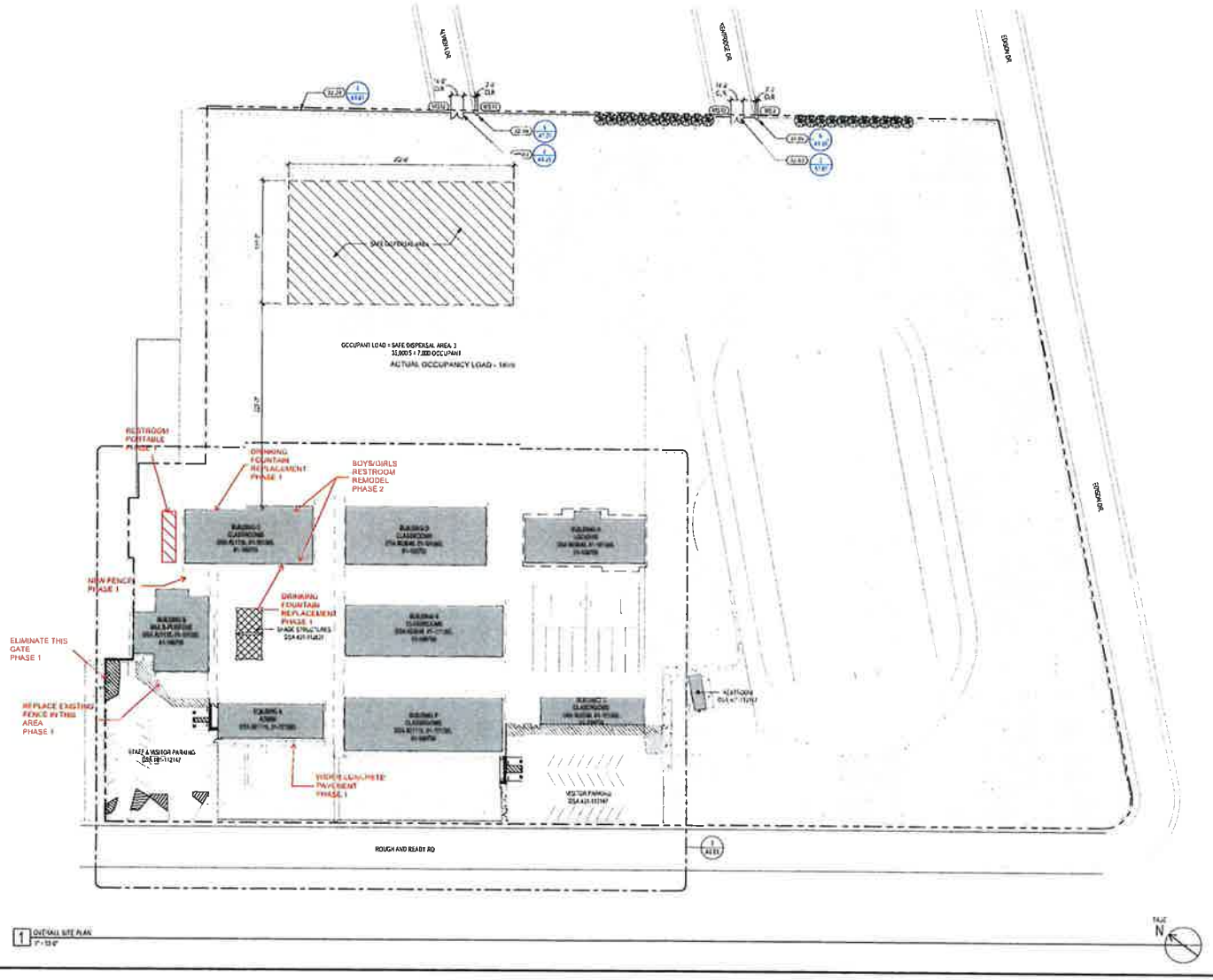
SITE LEGEND

- PROPERTY LINE
- BUILDING FOOTPRINT
- EXISTING BUILDING (NOT IN SCOPE)
- EXISTING LANDSCAPE / PLANTING AREA
- EXISTING CONCRETE PAVING
- NEW CONCRETE PAVING SEE DETAILS

KEYNOTE LEGEND

A2.01	6'-0" HIGH CHAIN LINK FENCE
A2.03	6'-0" HIGH CHAIN LINK DOUBLE VEHICULAR GATES
A2.04	3'-0" WIDE X 6'-0" HIGH CHAIN LINK MAINTENANCE PERSONNEL GATE

NOTES:
1 FOR GATE SCHEDULE SEE SHEET A2.01



1 OVERALL SITE PLAN
1" = 150'-0"

AGENCY STAMP

APP: 01-121413

DSA APPLICATION NO. 01-121413

dsk ARCHITECTS

1901 Harrison Street, Suite 1200, Oakland, CA 94612
T 510 839 0293

825 Mariposa Street, Suite 203, San Francisco, CA 94107
T 415.839.5418 / F 415.839.7584

342 Lorton Street, San Jose, CA 95126
T 408.241.4684 / F 408.418.3865

1624 Santa Fe Blvd, Suite 14, Los Angeles, CA 90025
T 310.854.2383 / F 415.839.7584

CONSULTANT

PROJECT NAME
WILLIAM SHEPPARD MS FENCING PROJECT

FACILITY ID

WILLIAM SHEPPARD MIDDLE SCHOOL
638 ROUGH & READY RD., SAN JOSE, CA, 95133

KEY PLAN

PROJECT ISSUE DATE YYYY/MM/DD

DATE	NO	REVISION

DRAWN Author
Plot Date

REVIEWER
Date

SHEET TITLE
OVERALL SITE PLAN

SHEET NUMBER
A0.01

ma construction Document 81 // Fire Wall is not 30"x42" // is a reduced print - scale accordingly
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7.1

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: **February 5, 2025**

Subject: **School Accountability Report Cards (SARC)**

Staff Analysis: California public and nonpublic, nonsectarian schools annually provide information to the community to allow public comparison of schools for student achievement, environment, resources, and demographics. LEAs are responsible for updating each school's SARC on an annual basis and submitting it to the local governing board for approval. SARCs are submitted to the California Department of Education (CDE) and must be posted on the district website.

Recommendation: Staff recommends the Board of Trustees approval of the School Accountability Report Cards (SARC) for all Alum Rock Schools.

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

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

To the Board of Trustees: Meeting: **February 13, 2025**
Regular Board Meeting

Recommend Approval

7.1
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Doc ID: 06a75663e3c1370d6cbf6a44c184f3dda04f3f73

Dropbox Sign

Audit trail

Title	SARC
File name	SARC_-_Board_Cover_24.25.pdf
Document ID	06a75663e3c1370d6cbf6a44c184f3dda04f3f73
Audit trail date format	MM / DD / YYYY
Status	Signed

Document History

SENT	**02 / 05 / 2025** 20:45:28 UTC	Sent for signature to Kiela Jimenez (kiela.jimenez@arusd.org) from veronica.robles@arusd.org IP: 206.213.189.98
VIEWED	**02 / 05 / 2025** 20:54:07 UTC	Viewed by Kiela Jimenez (kiela.jimenez@arusd.org) IP: 38.82.218.10
SIGNED	**02 / 05 / 2025** 20:54:28 UTC	Signed by Kiela Jimenez (kiela.jimenez@arusd.org) IP: 38.82.218.10
COMPLETED	**02 / 05 / 2025** 20:54:28 UTC	The document has been completed.

Russo/McEntee Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Russo/McEntee Academy
Street	2851 Gay Ave
City, State, Zip	San Jose CA, 95127
Phone Number	(408) 928-8900
Principal	Tanu Kohli
Email Address	Tanu.Kohli@arusd.org
School Website	https://russomcentee.arusd.org/
Grade Span	K-5
County-District-School (CDS) Code	43-69369-0114900

2024-25 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	German Cerda
Email Address	german.cerda-luna@arusd.org
District Website	www.arusd.org

2024-25 School Description and Mission Statement

Our vision is to provide a rigorous, and innovative learning climate that promotes the growth of environmentally literate students capable of stewarding our planet.

Our mission is to provide an educationally enriching environment and develop academic excellence through scientific inquiry, experiential learning, social-emotional, and physical development.

2024-25 School Description and Mission Statement

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	64
Grade 1	57
Grade 2	50
Grade 3	46
Grade 4	50
Grade 5	46
Total Enrollment	313

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	43.5
Male	56.5
American Indian or Alaska Native	0.6
Asian	8.6
Black or African American	0.6
Filipino	9.3
Hispanic or Latino	74.4
Native Hawaiian or Pacific Islander	0.6
Two or More Races	3.2
White	2.6
English Learners	47
Homeless	1
Socioeconomically Disadvantaged	71.9
Students with Disabilities	16.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	17.00	85.00	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	5.00	35.70	7.26	12115.80	4.41
Unknown/Incomplete/NA	2.00	10.00	31.80	6.46	18854.30	6.86
Total Teaching Positions	20.00	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	16.90	94.42	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.00	5.58	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	0.00	0.00	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	25.20	5.19	11953.10	4.28
Unknown/Incomplete/NA	0.00	0.00	27.50	5.66	15831.90	5.67
Total Teaching Positions	17.90	100.00	487.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	20.30	91.04	340.40	71.03	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	4.48	22.70	4.75	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.48	58.00	12.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	0.00	0.00	30.90	6.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	27.00	5.64	14303.80	5.15
Total Teaching Positions	22.30	100.00	479.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.00	0.00	0
Misassignments	0.00	0.00	1
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	0.00	0.00	1

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	0.00	0
Total Out-of-Field Teachers	1.00	0.00	0

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	0.00	0	4.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.30	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				G4 classroom : Drips from it .
Interior: Interior Surfaces				A3 library : Missing fire extinguisher and a cover for data

School Facility Conditions and Planned Improvements

	Custodian room : Ceiling staco need replace on ceiling and wall E5 classroom : Floor need to fixed need some tiles
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	
Electrical	C2 classroom : E 7 room : 3 lights need to be replaced Work room : Need replace some light bulbs
Restrooms/Fountains: Restrooms, Sinks/ Fountains	C1 classroom : Need to fix the faucet E4 classroom : Drinking faucet is not working E6 classroom : Drinking faucet need more pressure G3 classroom : Faucet leaks
Safety: Fire Safety, Hazardous Materials	
Structural: Structural Damage, Roofs	
External: Playground/School Grounds, Windows/ Doors/Gates/Fences	B1 classroom : Door need to be adjusted/ door doesn't close properly

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	33	39	31	33	46	47
Mathematics (grades 3-8 and 11)	23	29	25	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	139	95.86	4.14	38.85
Female	72	69	95.83	4.17	39.13
Male	73	70	95.89	4.11	38.57
American Indian or Alaska Native	--	--	--	--	--
Asian	11	10	90.91	9.09	--
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	64.71
Hispanic or Latino	104	99	95.19	4.81	30.30
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	57	93.44	6.56	10.53
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	110	94.83	5.17	30.91
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	12.50

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	145	143	98.62	1.38	28.67
Female	72	72	100.00	0.00	23.61
Male	73	71	97.26	2.74	33.80
American Indian or Alaska Native	--	--	--	--	--
Asian	11	11	100.00	0.00	81.82
Black or African American	--	--	--	--	--
Filipino	17	17	100.00	0.00	47.06
Hispanic or Latino	104	102	98.08	1.92	19.61
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	61	61	100.00	0.00	13.11
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	116	114	98.28	1.72	23.68
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	18	16	88.89	11.11	6.25

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	20.31	33.33	16.26	17.64	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	46	45	97.83	2.17	33.33
Female	20	20	100.00	0.00	40.00
Male	26	25	96.15	3.85	28.00
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	--	--	--	--	--
Hispanic or Latino	34	33	97.06	2.94	24.24
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	0	0	0	0	0
English Learners	15	15	100.00	0.00	13.33
Foster Youth	0	0	0	0	0
Homeless	0	0	0	0	0
Military	0	0	0	0	0
Socioeconomically Disadvantaged	36	35	97.22	2.78	28.57
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	100.0%	97.8%	97.8%	97.8%	97.8%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Russo/McEntee Academy values and includes stakeholders in all facets of the educational process. To encourage parent participation, Russo/McEntee maintains a system of two-way communication and employs a variety of ways to increase stakeholder communication. Not only is the School Accountability Report Card (SARC) available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs, is also available to parents through messaging on Parent Square, which can be translated to the parent's preferred language. We also post our SARC reports on our school website. Because parent and community participation are essential to student achievement, Russo/McEntee Academy provides a number of parent and community involvement opportunities including a monthly "Coffee with the Principal". Parents are encouraged to volunteer for 30 hours a year at the school. Parents also are encouraged to participate in weekly Monday Rallies, provide feedback to the school and district through the Panorama Surveys twice a year, volunteer as a Los Dichos coach, help with many student events throughout the school year. The school pays for the finger printing cost for the parents volunteering at the school regularly.

School Site Council Meetings and English Language Advisory Committee meetings are held monthly and are open to all parents and guardians of Russo/McEntee students. Parents can also volunteer to assist in the classrooms, help with fundraising events, help in the garden, chaperone field trips, and assist with other school events.

For more information regarding parent involvement, please contact Tanu Kohli at 1-408-928-8906

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	367	345	96	27.8
Female	161	153	36	23.5
Male	206	192	60	31.3
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	32	28	4	14.3
Black or African American	--	--	--	--
Filipino	30	30	2	6.7
Hispanic or Latino	274	256	87	34.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	177	162	39	24.1
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	279	268	83	31.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	73	72	31	43.1

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	1.63	2.44	2.82	1.72	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.63	0.00
Female	0.62	0.00
Male	2.43	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	1.13	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	1.79	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.37	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

Russo/McEntee Academy has a very detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. It contains the yearly safety goals as determined by the students, staff, and parents. The Russo/McEntee Safety Committee in collaboration with the school site council develops and approves the safety

2024-25 School Safety Plan

plan before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval.

The safety plan and drill procedures are reviewed during the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared, completed, and shared with the staff.

The Russo/McEntee Safety Plan has a comprehensive behavior policy. " Kimochis" is the school and district-adopted SEL curriculum used to teach students to help them deal with challenging situations. Our dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, non-discriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and an intervention policy is within our safety plan and accessible to all. We have a school-wide plan to address and teach positive behavior.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	19	1	2	
1	22		2	
2	24		2	
3	25		2	
4	27		2	
5	31		2	
Other	8	3		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	15	2	2	
1	14	4		
2	25		2	
3	24		2	
4	23		2	
5	28		2	
Other	10	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	22	1	1	
1	21	1	1	
2	19	2		
3	23		2	
4	25		2	
5	23		2	
Other	9	3		

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	0

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$21,797.33	$14,303.94	$7,493.39	$103,808.89
District	N/A	N/A	$8,507.10	$98,921
Percent Difference - School Site and District	N/A	N/A	-12.7	4.8
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-35.9	7.5

Fiscal Year 2023-24 Types of Services Funded

Services provided by the regular program to enable under-performing students to meet standards:

- During the day intervention programs in reading, language arts, and math for students who are performing below their current grade level.
- English Language Development (ELD) instruction using the Benchmark curriculum is offered to English language proficiency levels 1, 2, and 3 to provide focused instruction at students' language acquisition levels.
- After-school intervention sessions are offered to help enable underperforming students to meet grade-level standards as available.
- To meet the needs of underperforming students, the Student Study Team (SST) meets regularly to support the teachers.
- All students at the school have received/been offered a school-issued device to facilitate their learning when on or off campus
- Services provided by categorical funds to enable under-performing students to meet standards:

Fiscal Year 2023-24 Types of Services Funded

Think Together and Russo/McEntee Academy are in a partnership that provides the 21st Century/Learners Program. The partnership offers a three-tier program: homework center, recreation, and multi-cultural art enrichment. The program serves 100 students for 3 hours each day.

The school also purchases programs like I Ready, Reading A-Z, and Math Shelf to help students and teachers. The school also provides support through two TOSA teachers to help support students new to the country and students in the Strategic and Intensive band. Through the Title 1 funds, the school provides an intervention aide to help students in a pull-out and push-in format.Unique to the school is also the Garden Program, which is run by the Outdoor Education Coordinator, Teachers, and Volunteers from Santa Clara University.
Science from Scientist is another program that the school provides for the 3rd-5th grade students to enhance their knowledge in environmental sciences. In addition, the school, through the year, brings in free and grant-funded programs to enhance the educational experiences of their students in Tk-5th grade.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,177	$58,553
Mid-Range Teacher Salary	$99,913	$93,924
Highest Teacher Salary	$119,434	$119,489
Average Principal Salary (Elementary)	$132,028	$149,898
Average Principal Salary (Middle)	$152,841	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$236,928	$270,432
Percent of Budget for Teacher Salaries	30.5	31.93
Percent of Budget for Administrative Salaries	6.79	5.62

Professional Development

The Alum Rock Union Elementary School District provides a variety of professional development opportunities for teachers. Some of the topics include the Common Core State Standards, implementing the Benchmark reading and EnVision math curriculum, and meeting the needs of English Language Learners. Classes are provided after school or on Saturdays. On-site staff meetings and grade-level planning time assist teachers in the day-to-day operations at each school site. The teachers are also invited to a variety of professional developments to assist in their learning of various Ed Tech Platforms. In addition to that, the school participated in a series of workshops this year aiming to build resilience. At Russo/McEntee, the goal is to create an environment of shared leadership; hence, our professional development is by the teachers and for the teachers. The school has also brought in professional development through Kimochis, Clear Touch, Life Lab., I Ready, and Constructing Meaning

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25

Professional Development		
Number of school days dedicated to Staff Development and Continuous Improvement	2	1

Adelante II Dual Language Academy

2023-2024 School Accountability Report Card (Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Adelante II Dual Language Academy
Street	1970 Cinderella Lane
City, State, Zip	San Jose CA, 95116
Phone Number	(408) 928-7100
Principal	Jose Cortez
Email Address	Jose.cortez@arusd.org
School Website	https://adelanteii.arusd.org/
Grade Span	K-8
County-District-School (CDS) Code	43-69369 0135749

2024-25 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Hilaria Bauer, Ph.D.
Email Address	hilaria.bauer@arusd.org
District Website	www.arusd.org

2024-25 School Description and Mission Statement

Adelante II Dual Language Academy was founded as a dual immersion program at Arbuckle Elementary school in 2014. It began with one kinder class of 20 students. Adelante II now serves over 350 students in TK-8th grade.

Adelante II follows a 90/10 model of instruction. This is reflected in the instructional minutes, whereas, students in grades TK-1st, receive 90% of the instructional minutes in Spanish and 10% of the instructional minutes in English. Each subsequent year, the percentage of English increases, while the percentage of Spanish decreases. By the time students reach 5th grade, 50% of the instruction is in the target language, Spanish, and 50% is in English and continues similarly through 8th grade. At Adelante

2024-25 School Description and Mission Statement

II we value dual language instruction, and we focus on developing biliteracy skills in both Spanish and English. Students have the opportunity to earn the pathway towards the Seal of Biliteracy in both 5th and 8th grade, by demonstrating their proficiency in Spanish and English. Additionally, Adelante II operates under the belief that a dual immersion education will prepare students to participate as global citizens in a global economy.

Adelante II values parent participation and involvement as a significant part of the learning process. We require a 9-year commitment to our program; developing proficiency in two languages--English and Spanish, requires consistency and commitment. Our families are included at all levels of the decision-making process, and we believe our families to be a critical factor in the success of our dual language learners. As such, we have established a 30-hour volunteer requirement, and we provide many opportunities for our parents to fulfill this component.

Vision
Students will graduate from Adelante Dual Language Academy with bilingual proficiency and multicultural competencies that will open the doors to opportunities in our global economy.

Mission Statement
Adelante Academy provides an opportunity for all students to achieve bilingual proficiency and to develop multicultural competencies through a rigorous English and Spanish dual language instruction program. Our school philosophy is based on the belief that "one who knows two languages can contribute in two worlds". Within this philosophical framework, Adelante values and respects both languages and all cultures instill a sense of community service in students, develops future leaders, and involves parents as part of the school learning community.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Kindergarten	41
Grade 1	43
Grade 2	44
Grade 3	40
Grade 4	51
Grade 5	42
Grade 6	44
Grade 7	28
Grade 8	15
Total Enrollment	350

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	50.6
Male	49.4
American Indian or Alaska Native	0.3
Asian	0.9
Black or African American	0.6
Hispanic or Latino	97.7
Native Hawaiian or Pacific Islander	0.6
English Learners	64
Homeless	1.4
Migrant	0.3
Socioeconomically Disadvantaged	83.7
Students with Disabilities	8.9

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.60	57.82	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	0.00	0.00	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.30	28.81	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.65	35.70	7.26	12115.80	4.41
Unknown/Incomplete/NA	1.00	6.65	31.80	6.46	18854.30	6.86
Total Teaching Positions	15.00	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.70	59.34	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	0.80	5.62	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.00	27.06	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	1.00	6.77	25.20	5.19	11953.10	4.28
Unknown/Incomplete/NA	0.10	1.08	27.50	5.66	15831.90	5.67
Total Teaching Positions	14.70	100.00	487.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	8.90	51.18	340.40	71.03	231142.40	100.00
Intern Credential Holders Properly Assigned	1.00	5.74	22.70	4.75	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	4.50	25.82	58.00	12.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	17.21	30.90	6.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	27.00	5.64	14303.80	5.15
Total Teaching Positions	17.40	100.00	479.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	3.00	1.00	1.5
Misassignments	1.30	3.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	4.30	4.00	4.5

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	1.00	0.00	0
Local Assignment Options	0.00	1.00	3
Total Out-of-Field Teachers	1.00	1.00	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	5.80	12.5	10.7
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	50.00	0	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Foreign Language	Benchmark Adelante 2016 McGraw Hill Impacto 2018	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The district makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.
School facilities are upgraded whenever possible to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the instructional program. The Alum Rock School District maintenance staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. There is an ongoing and strenuous reinforcement of bathroom etiquette. Bathrooms are checked after each recess and after school.

School Facility Conditions and Planned Improvements

There are at least one Beautification Day each year. Parents, teachers and sponsors come to the school on a Saturday and plant flowers, clean windows, pick weeds, paint, and/or clean up surrounding streets.

Year and month of the most recent FIT report 9/6/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	X			
Interior: Interior Surfaces		X		OP 2 Lockers: Need to replace some ceiling tiles and lights OP 4 Room: Ceiling tile has mold, needs to be replaced Room B5: Two cracks by window Room B6: Ceiling has 3 cracks Room B8: Ceiling has some cracks Room C11: Needs blinds
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	X			: Cafeteria: Custodian Closet: Needs more cleaning and orbit Old Boiler Mechanical Room:
Electrical	X			Kitchen Office: Needs to replace some lights OP 5 Room: Need to replace some outlet covers
Restrooms/Fountains: Restrooms, Sinks/ Fountains	X			Boys Restroom: 3 urinals do not work, a toilet is out of service, need to fix a wall by the first toilet C Wing Girls Restroom: Second toilet has a leaking, need to reduce water pressure Girls Restroom: 2 toilets need to be fixed OP 3 Room: Sink is leaking Room B9: Need to adjust faucet
Safety: Fire Safety, Hazardous Materials	X			
Structural: Structural Damage, Roofs				Boys Restroom: 3 urinals do not work, a toilet is out of service, need to fix a wall by the first toilet OP 6 Room: Building from the outside is deteriorating
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	15	27	31	33	46	47
Mathematics (grades 3-8 and 11)	12	15	25	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	190	96.94	3.06	26.84
Female	105	101	96.19	3.81	30.69
Male	91	89	97.80	2.20	22.47
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	191	185	96.86	3.14	25.95
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	95	89	93.68	6.32	4.49
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	160	96.39	3.61	25.63
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	14.29

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	196	195	99.49	0.51	14.87
Female	105	105	100.00	0.00	16.19
Male	91	90	98.90	1.10	13.33
American Indian or Alaska Native	--	--	--	--	--
Asian	--	--	--	--	--
Black or African American	--	--	--	--	--
Filipino	0	0	0	0	0
Hispanic or Latino	191	190	99.48	0.52	14.74
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	95	94	98.95	1.05	8.51
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	166	165	99.40	0.60	15.15
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	14	14	100.00	0.00	28.57

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	2.50	8.47	16.26	17.64	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	59	59	100.00	0.00	8.47
Female	27	27	100.00	0.00	7.41
Male	32	32	100.00	0.00	9.38
American Indian or Alaska Native	0	0	0	0	0
Asian	0	0	0	0	0
Black or African American	0	0	0	0	0
Filipino	0	0	0	0	0
Hispanic or Latino	59	59	100.00	0.00	8.47
Native Hawaiian or Pacific Islander	0	0	0	0	0
Two or More Races	0	0	0	0	0
White	0	0	0	0	0
English Learners	32	32	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	52	52	100.00	0.00	9.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	--	--	--	--	--

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 5	95.1%	100.0%	100.0%	100.0%	97.6%
Grade 7	100.0%	100.0%	97.6%	100.0%	100.0%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Under the ARUSD Board Policy 6020, Adelante II requires that families volunteer to support the education of our students by completing a total of 30 hours, per school year, per family. In order for our families to meet this requirement, we provide opportunities to assist in the classroom with the teacher, or at school events. Parents can also volunteer or be elected to be a part of our school governance teams such as the Parent Teacher Association, School Site Council, and English Learner Advisory Committee.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	365	361	46	12.7
Female	184	181	23	12.7
Male	181	180	23	12.8
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	--	--	--	--
Black or African American	--	--	--	--
Filipino	--	--	--	--
Hispanic or Latino	357	353	46	13.0
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	237	233	24	10.3
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	306	302	39	12.9
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	37	37	4	10.8

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0.64	0.58	1.1	2.44	2.82	1.72	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.10	0.00
Female	1.09	0.00
Male	1.10	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	1.12	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	0.42	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	0.98	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	2.70	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

At Adelante II, a school of academic excellence, we strive to find and use the best practices, strategies and approaches to bring about optimal learning opportunities within a safe and caring school environment. We take student safety seriously. Training is provided in health and safety and emergency procedures, Lock down, shelter in place, first aid and communication.

2024-25 School Safety Plan

We have monthly fire drills four mock earthquake drills yearly where teachers are aware of their responsibilities. Lock down and Shelter in place drills take place once a year. A school-wide behavior system is in place. We promote character education traits and commend students who display these traits. We utilize restorative circles and conversations to address conflict between students. Additionally, the school's focus on scholarly conduct helps students behave in a positive and consistent manner.

Adelante II has a detailed, comprehensive school safety plan that outlines protocols, systems, and procedures in the event of any and all emergencies. The plan also contains the yearly safety goals as determined by the students, staff, and parents. The school safety plan is developed and reviewed on a yearly basis by the Adelante II School Site Council before it is presented to the Alum Rock Union Elementary School District Board of Trustees for annual approval. Safety alerts are shared with all staff as needed throughout the school year.

The Adelante II Safety Plan contains a comprehensive, enforceable, and continuous behavior policy, set of rules and regulations, dress code policy, set of protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, nondiscriminatory policy on student rights and responsibilities, campus security policy, harassment policy, conflict management policy, Internet safety policy, and intervention and referral system policy.

D. Other SARC Information

Information Required in the SARC

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

2021-22 Elementary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	17	4		
1	26		2	
2	24		2	
3	24		2	
4	32		1	
5	18	1		
6	16	6		

2022-23 Elementary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	16	4		
1	24		2	
2	25		2	
3	24		2	
4	22		2	
5	29		1	
6	15	5		

2023-24 Elementary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per class). The "Other" category is for multi-grade level classes.

Grade Level	Average Class Size	Number of Classes with 1-20 Students	Number of Classes with 21-32 Students	Number of Classes with 33+ Students
K	24		2	
1	21	1	1	
2	24		2	
3	24		2	
4	21		2	
5	21		2	
6	31		6	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	350

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	1
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	
Resource Specialist (non-teaching)	
Other	

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$23,126.21	$15,629.73	$7,116.12	$101,838.78
District	N/A	N/A	$8,507.10	$98,921
Percent Difference - School Site and District	N/A	N/A	-17.8	2.9
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-40.9	5.6

Fiscal Year 2023-24 Types of Services Funded

Adelante II provides the following categorically funded services to ensure under-performing students meet standards:
Title I funds provide a Home Community Liaison position to support attendance and communication by phone or home visits.
Monthly Award Assemblies give our exceptional students recognition, photo opportunity and rewards are provided to recognize student achievement, effort, and positive attitude.
Grade Level Collaborations are held throughout the year. During this time teachers meet to learn more about and plan instruction that is aligned to CCSS and Balanced Literacy (Interactive Read Alouds, Guided Reading, Shared Reading, etc.). Additionally, teachers identify at-risk or low-performing students and provide in-class and/or before and/or after school interventions. Pull out tutoring, and after school intervention programs across the grade levels provide tutoring, academic support, and recreational enrichment activities are provided by the Little Heroes Coach and YMCA.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,177	$58,553
Mid-Range Teacher Salary	$99,913	$93,924
Highest Teacher Salary	$119,434	$119,489
Average Principal Salary (Elementary)	$132,028	$149,898
Average Principal Salary (Middle)	$152,841	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$236,928	$270,432
Percent of Budget for Teacher Salaries	30.5	31.93
Percent of Budget for Administrative Salaries	6.79	5.62

Professional Development

Continuous professional development is a common practice for all Adelante II staff members. As a school we are continuously seeking professional development that will better help us meet the needs of all students. All teachers are engaged in grade level collaboration and training to develop their skills in all curricular areas especially in the area of dual language immersion.

We are working on providing additional support and PD's for our teachers around ELD instruction, P3CC math intiative, and guided reading.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement		4	4

Renaissance Academy Fischer

2023-2024 School Accountability Report Card
(Published During the 2024-2025 School Year)

General Information about the School Accountability Report Card (SARC)

SARC Overview



By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at https://www.cde.ca.gov/ta/ac/sa/.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at https://www.cde.ca.gov/fg/aa/lc/.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

A hard copy of the School Accountability Report Card is available at your School Office, upon request.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at https://dq.cde.ca.gov/dataquest/ that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) https://www.caschooldashboard.org/ reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at https://admission.universityofcalifornia.edu/.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at https://www2.calstate.edu/.

2024-25 School Contact Information

School Name	Renaissance Academy Fischer
Street	1720 Hopkins Dr.
City, State, Zip	San Jose CA, 95122
Phone Number	(408) 928-1950
Principal	Doug Kleinhenz
Email Address	doug.kleinhenz@arusd.org
School Website	https://renaissance.arusd.org/
Grade Span	6-8
County-District-School (CDS) Code	43-69369-0107763

2024-25 District Contact Information

District Name	Alum Rock Union Elementary School District
Phone Number	(408) 928-6800
Superintendent	Germán Cerda
Email Address	german.cerda@arusd.org
District Website	www.arusd.org

2024-25 School Description and Mission Statement

Renaissance is a middle school of choice serving approximately 350 sixth, seventh, and eighth-grade students. All Renaissance students, parents, and educators have chosen to come to Renaissance to participate, work hard, and focus on preparing students to be successful in high school, college, and beyond. At Renaissance, there is a strong emphasis on building the student, parent, and teacher relationship. We know that when all community members know one another's hearts and minds well, the students will be best supported and able to achieve their full potential. The parents' active support and cooperation, combined with the staff's best professional efforts, will continue to make Renaissance a place for students to learn

2024-25 School Description and Mission Statement

and grow. Renaissance provides a safe, equitable, rigorous, and relationship-centered learning environment for all students.

About this School

2023-24 Student Enrollment by Grade Level

Grade Level	Number of Students
Grade 6	120
Grade 7	111
Grade 8	134
Total Enrollment	365

2023-24 Student Enrollment by Student Group

Student Group	Percent of Total Enrollment
Female	47.4
Male	52.6
American Indian or Alaska Native	0.3
Asian	12.3
Black or African American	1.1
Filipino	3.6
Hispanic or Latino	80
Native Hawaiian or Pacific Islander	1.4
Two or More Races	1.1
White	0.3
English Learners	34.5
Homeless	1.1
Migrant	0.3
Socioeconomically Disadvantaged	82.7
Students with Disabilities	16.4

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair.

2020-21 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	2.30	17.17	373.60	75.81	228366.10	83.12
Intern Credential Holders Properly Assigned	1.00	7.48	10.50	2.14	4205.90	1.53
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.10	8.29	41.00	8.33	11216.70	4.08
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	9.10	66.91	35.70	7.26	12115.80	4.41
Unknown/Incomplete/NA	0.00	0.00	31.80	6.46	18854.30	6.86
Total Teaching Positions	13.60	100.00	492.80	100.00	274759.10	100.00

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2021-22 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	11.90	52.86	373.70	76.67	234405.20	84.00
Intern Credential Holders Properly Assigned	1.90	8.83	18.40	3.79	4853.00	1.74
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	1.00	4.44	42.40	8.70	12001.50	4.30
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	6.40	28.50	25.20	5.19	11953.10	4.28
Unknown/Incomplete/NA	1.10	5.28	27.50	5.66	15831.90	5.67
Total Teaching Positions	22.50	100.00	487.50	100.00	279044.80	100.00

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

2022-23 Teacher Preparation and Placement

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	9.10	41.42	340.40	71.03	231142.40	100.00
Intern Credential Holders Properly Assigned	4.00	18.03	22.70	4.75	5566.40	2.00
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	6.00	27.04	58.00	12.11	14938.30	5.38
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	3.00	13.52	30.90	6.46	11746.90	4.23
Unknown/Incomplete/NA	0.00	0.00	27.00	5.64	14303.80	5.15
Total Teaching Positions	22.10	100.00	479.20	100.00	277698	100

Note: The data in this table is based on Full-Time Equivalent (FTE) status. One FTE equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teachers Without Credentials and Misassignments (considered "ineffective" under ESSA)

Authorization/Assignment	2020-21	2021-22	2022-23
Permits and Waivers	0.10	0.00	3
Misassignments	0.90	1.00	3
Vacant Positions	0.00	0.00	0
Total Teachers Without Credentials and	1.10	1.00	6

Credentialed Teachers Assigned Out-of-Field (considered "out-of-field" under ESSA)

Indicator	2020-21	2021-22	2022-23
Credentialed Teachers Authorized on a Permit or Waiver	0.00	4.00	1
Local Assignment Options	9.10	2.40	2
Total Out-of-Field Teachers	9.10	6.40	3

Class Assignments

Indicator	2020-21	2021-22	2022-23
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	6.10	5	13.3
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	8.40	4.9	0

Note: For more information refer to the Updated Teacher Equity Definitions web page at https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp.

2024-25 Quality, Currency, Availability of Textbooks and Other Instructional Materials

The following are the textbook adoptions for Alum Rock Union Elementary School District:: Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill: Study Sync 2017- Middle Schools, Pearson EnVision Mathematics 2015-Elementary / CPM 2015- Middle Schools, Foss Science 2019-Elementary/STEMscopes 2019-Middle Schools, Studies Weekly 2022- Elementary /TCI Curriculum 2018- Middle School

Year and month in which the data were collected August 2023

Subject	Textbooks and Other Instructional Materials/year of Adoption	From Most Recent Adoption ?	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	Benchmark Advance/Adelante (ELA and ELD) 2016-Elementary/McGraw Hill:Study Sync 2017- Middle School	Yes	0
Mathematics	Pearson: EnVision Math 2015 Elementary/ CPM 2015-Middle School	Yes	0
Science	Foss Science-Elementary/STEMscopes 2019-Middle School	Yes	0
History-Social Science	Studies Weekly 2022- Elementary /TCI Curriculum 2018-Middle School	Yes	0
Health	Family Life - Planned Parenthood	Yes	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

The District makes every effort to ensure all schools are clean, safe, and functional. To assist in this effort, the district uses a facility survey instrument developed by the State of California Office of Public School Construction. The results of this survey are available at the school office and at the district office.

The building in which Renaissance resides was built in 1962. School facilities are being renovated according to the Field Act requirements of the State Building Code with a focus on earthquake safety. In the event that asbestos and lead containing building materials are found, they are removed according to Environmental Protection Agency (EPA), State, and Local requirements. Deferred maintenance funds have been used to properly maintain and renovate district buildings. Needed repairs and maintenance projects are completed in a timely manner.

Whenever possible, school facilities are upgraded to support and maintain a safe, clean and secure campus. Sufficient classroom, office, library, playground, staff space, and restroom facilities are allocated to support stakeholders' needs and the

School Facility Conditions and Planned Improvements

instructional program. The Alum Rock Union Elementary School District Maintenance and Grounds staff, in conjunction with day and night custodians, ensure the school buildings and grounds are safe, clean, and in good repair. Rigorous daily custodial schedules ensure that classrooms, lavatories, serving kitchens, eating areas, offices, and playgrounds are clean for both student and staff use. Regular oversight by district maintenance and grounds crews ensure that grass and landscaped areas are well maintained, and that the school's buildings, grounds and play areas are safe for use.

Year and month of the most recent FIT report 10/28/2024

System Inspected	Rate Good	Rate Fair	Rate Poor	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer				
Interior: Interior Surfaces				
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation				
Electrical				
Restrooms/Fountains: Restrooms, Sinks/ Fountains				
Safety: Fire Safety, Hazardous Materials				
Structural: Structural Damage, Roofs				
External: Playground/School Grounds, Windows/ Doors/Gates/Fences				

Overall Facility Rate

Exemplary	Good	Fair	Poor

B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

Statewide Assessments
(i.e., California Assessment of Student Performance and Progress [CAASPP] System includes the Smarter Balanced Summative Assessments for students in the general education population and the California Alternate Assessments [CAAs] for English language arts/literacy [ELA] and mathematics given in grades three through eight and grade eleven. Only eligible students may participate in the administration of the CAAs. CAAs items are aligned with alternate achievement standards, which are linked with the Common Core State Standards [CCSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAAs for ELA** in grades three through eight and grade eleven.
2. **Smarter Balanced Summative Assessments and CAAs for mathematics** in grades three through eight and grade eleven.
3. **California Science Test (CAST) and CAAs for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).

College and Career Ready
The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

Percentage of Students Meeting or Exceeding the State Standard on CAASPP

This table displays CAASPP test results in ELA and mathematics for all students grades three through eight and grade eleven taking and completing a state-administered assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

ELA and mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAAs divided by the total number of students who participated in both assessments.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
English Language Arts/Literacy (grades 3-8 and 11)	29	33	31	33	46	47
Mathematics (grades 3-8 and 11)	20	23	25	26	34	35

2023-24 CAASPP Test Results in ELA by Student Group

This table displays CAASPP test results in ELA by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

ELA test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus

the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	382	365	95.55	4.45	32.88
Female	176	170	96.59	3.41	40.00
Male	206	195	94.66	5.34	26.67
American Indian or Alaska Native	--	--	--	--	--
Asian	44	42	95.45	4.55	73.81
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	309	295	95.47	4.53	26.44
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	113	89.68	10.32	6.19
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	328	313	95.43	4.57	30.03
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	60	93.75	6.25	1.67

2023-24 CAASPP Test Results in Math by Student Group

This table displays CAASPP test results in Math by student group for students grades three through eight and grade eleven taking and completing a state-administered assessment.

Mathematics test results include the Smarter Balanced Summative Assessment and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA divided by the total number of students who participated in both assessments.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

CAASPP Student Groups	CAASPP Total Enrollment	CAASPP Number Tested	CAASPP Percent Tested	CAASPP Percent Not Tested	CAASPP Percent Met or Exceeded
All Students	382	378	98.95	1.05	23.28
Female	176	175	99.43	0.57	24.57
Male	206	203	98.54	1.46	22.17
American Indian or Alaska Native	--	--	--	--	--
Asian	44	44	100.00	0.00	75.00
Black or African American	--	--	--	--	--
Filipino	14	14	100.00	0.00	50.00
Hispanic or Latino	309	306	99.03	0.97	15.69
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	126	125	99.21	0.79	6.40
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	328	325	99.09	0.91	20.62
Students Receiving Migrant Education Services	--	--	--	--	--
Students with Disabilities	64	61	95.31	4.69	3.28

CAASPP Test Results in Science for All Students

This table displays the percentage of all students grades five, eight, and High School meeting or exceeding the State Standard.

Science test results include the CAST and the CAA for Science. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the CAST plus the total number of students who met the standard (i.e., achieved Level 3–Alternate) on the CAA for Science divided by the total number of students who participated in a science assessment.

To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

The number of students tested includes all students who participated in the test whether they received a score or not; however, the number of students tested is not the number that was used to calculate the achievement level percentages. The achievement level percentages are calculated using only students who received scores.

Subject	School 2022-23	School 2023-24	District 2022-23	District 2023-24	State 2022-23	State 2023-24
Science (grades 5, 8 and high school)	10.16	19.85	16.26	17.64	30.29	30.73

2023-24 CAASPP Test Results in Science by Student Group

This table displays CAASPP test results in Science by student group for students grades five, eight, and High School. Double dashes (--) appear in the table when the number of students is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Student Group	Total Enrollment	Number Tested	Percent Tested	Percent Not Tested	Percent Met or Exceeded
All Students	139	137	98.56	1.44	18.98
Female	63	63	100.00	0.00	20.63
Male	76	74	97.37	2.63	17.57
American Indian or Alaska Native	0	0	0	0	0
Asian	12	12	100.00	0.00	66.67
Black or African American	0	0	0	0	0
Filipino	--	--	--	--	--
Hispanic or Latino	117	116	99.15	0.85	15.52
Native Hawaiian or Pacific Islander	--	--	--	--	--
Two or More Races	--	--	--	--	--
White	--	--	--	--	--
English Learners	35	35	100.00	0.00	0.00
Foster Youth	0	0	0	0	0
Homeless	--	--	--	--	--
Military	0	0	0	0	0
Socioeconomically Disadvantaged	117	116	99.15	0.85	14.66
Students Receiving Migrant Education Services	0	0	0	0	0
Students with Disabilities	26	24	92.31	7.69	0.00

B. Pupil Outcomes

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8): Pupil outcomes in the subject area of physical education.

2023-24 California Physical Fitness Test Results

This table displays the percentage of students participating in each of the five fitness components of the California Physical Fitness Test Results. The administration of the PFT requires only participation results for these five fitness areas. Percentages are not calculated and double dashes (--) appear in the table when the number of students tested is ten or less, either because the number of students in this category is too small for statistical accuracy or to protect student privacy.

Grade Level	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
Grade 7	98.2%	98.2%	98.2%	98.2%	98.2%

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3): Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site.

2024-25 Opportunities for Parental Involvement

Renaissance values and includes educational partners in multiple facets of the educational process. To facilitate parent involvement in the student's academic success, each student is assigned to an advisory teacher. Advisory teachers closely monitor and support student performance and learning plans and maintain close communication with parents. One example includes Learner-led Conferences. Each student facilitates three Learner-led Conferences a school year with his/her parent(s) and advisory teacher. At these conferences, the student presents what he/she has learned, a portfolio of their work, their goals, and challenges. Not only is the School Accountability Report Card available on the district's website, but pertinent school information, including results of the school evaluation process, school data, and school programs are also sent to parents in weekly community announcement emails, which are written in English and Spanish.

Parent and community participation are essential to student achievement. When enrolling their child at Renaissance the parents sign a Compact for Education. This compact indicates each parent's commitment to remain actively involved in their child's education. Renaissance provides a number of parent and community involvement opportunities which include School Site Council, English Learner Advisory Committee, parent-education workshops, parent-student lunches, parent cafes, student and community member celebrations, and student presentation events. Renaissance has an active Parent Teacher Organization (PTO) that coordinates fundraisers and community and social events. Please contact the Renaissance principal at (408) 928-1950 if you have any questions regarding parent involvement at Renaissance.

2023-24 Chronic Absenteeism by Student Group

Student Group	Cumulative Enrollment	Chronic Absenteeism Eligible Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
All Students	397	389	73	18.8
Female	183	179	28	15.6
Male	214	210	45	21.4
Non-Binary	--	--	--	--
American Indian or Alaska Native	--	--	--	--
Asian	46	46	3	6.5
Black or African American	--	--	--	--
Filipino	14	14	0	0.0
Hispanic or Latino	320	312	62	19.9
Native Hawaiian or Pacific Islander	--	--	--	--
Two or More Races	--	--	--	--
White	--	--	--	--
English Learners	147	144	33	22.9
Foster Youth	--	--	--	--
Homeless	--	--	--	--
Socioeconomically Disadvantaged	342	335	67	20.0
Students Receiving Migrant Education Services	--	--	--	--
Students with Disabilities	71	69	20	29.0

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

This table displays suspensions data.

Suspensions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
2.81	7.11	1.76	2.44	2.82	1.72	3.17	3.6	3.28

This table displays expulsions data.

Expulsions								
School 2021-22	School 2022-23	School 2023-24	District 2021-22	District 2022-23	District 2023-24	State 2021-22	State 2022-23	State 2023-24
0	0	0	0	0	0	0.07	0.08	0.07

2023-24 Suspensions and Expulsions by Student Group

Student Group	Suspensions Rate	Expulsions Rate
All Students	1.76	0.00
Female	0.00	0.00
Male	3.27	0.00
Non-Binary	0.00	0.00
American Indian or Alaska Native	0.00	0.00
Asian	0.00	0.00
Black or African American	0.00	0.00
Filipino	0.00	0.00
Hispanic or Latino	2.19	0.00
Native Hawaiian or Pacific Islander	0.00	0.00
Two or More Races	0.00	0.00
White	0.00	0.00
English Learners	3.40	0.00
Foster Youth	0.00	0.00
Homeless	0.00	0.00
Socioeconomically Disadvantaged	2.05	0.00
Students Receiving Migrant Education Services	0.00	0.00
Students with Disabilities	1.41	0.00

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

2024-25 School Safety Plan

The Renaissance community works hard to ensure all students are safe. Renaissance has a very detailed, comprehensive safety plan that outlines protocols, systems, and procedures in the event of any/all emergencies. The Safety Plan is reviewed, revised, and monitored by the School Site Council and then sent to the Alum Rock School District Board of Trustees for

2024-25 School Safety Plan

approval. The plan contains the yearly safety goals determined by the students, staff, and parents. The current goals:
1). Increase students' sense of belonging/school connectedness.
2) Increase students' sense of feeling safe at school.

Safety Plan details and drill procedures are reviewed throughout the year with all staff. Safety alerts are shared with all staff as needed throughout the school year. In addition, all required drills are calendared and completed, and the results are shared with the staff. When guests are visiting Renaissance they first check in at the office and are required to wear a visitor pass while spending time on campus. The Renaissance staff follows a campus supervision schedule to ensure that students are well supervised before school, during brunch, lunch, and dismissal.

The Renaissance Safety Plan has a comprehensive, enforceable, continuous behavior policy, rules and regulations, dress code policy, protocols for safety/emergency drills, tardy policy, attendance policy, referral policy, and nondiscriminatory policy on student rights and responsibilities. The Safety Plan is revised bi-annually.

2021-22 Secondary Average Class Size and Class Size Distribution

This table displays the 2021-22 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	17	5	4	
Mathematics	21	5	9	
Science	22	2	5	
Social Science	24	3	8	1

2022-23 Secondary Average Class Size and Class Size Distribution

This table displays the 2022-23 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	14	7	4	
Mathematics	24	3	6	2
Science	24	2	2	2
Social Science	25	2	8	

2023-24 Secondary Average Class Size and Class Size Distribution

This table displays the 2023-24 average class size and class size distribution. The columns titled "Number of Classes" indicates how many classes fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Subject	Average Class Size	Number of Classes with 1-22 Students	Number of Classes with 23-32 Students	Number of Classes with 33+ Students
English Language Arts	11	19	3	
Mathematics	20	4	8	
Science	32		4	
Social Science	24	2	6	

2023-24 Ratio of Pupils to Academic Counselor

This table displays the ratio of pupils to Academic Counselor. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time.

Title	Ratio
Pupils to Academic Counselor	730

2023-24 Student Support Services Staff

This table displays the number of FTE support staff assigned to this school. One Full Time Equivalent (FTE) equals one staff member working full time; one FTE could also represent two staff members who each work 50 percent of full time. The "Other" category is for all other student support services staff positions not listed.

Title	Number of FTE Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	0.5
Library Media Teacher (Librarian)	
Library Media Services Staff (Paraprofessional)	
Psychologist	0.5
Social Worker	
Nurse	
Speech/Language/Hearing Specialist	0.5
Resource Specialist (non-teaching)	
Other	1

Fiscal Year 2022-23 Expenditures Per Pupil and School Site Teacher Salaries

This table displays the 2022-23 expenditures per pupil and average teacher salary for this school. Cells with N/A values do not require data.

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	$20,598.87	$13,555.85	$7,043.02	$88,309.91
District	N/A	N/A	$8,507.10	$98,921
Percent Difference - School Site and District	N/A	N/A	-18.8	-11.3
State	N/A	N/A	$10,771	$96,325
Percent Difference - School Site and State	N/A	N/A	-41.9	-8.7

Fiscal Year 2023-24 Types of Services Funded

Services provided by the regular program to enable underperforming students to meet standards:

- Staff development is provided in differentiated instructional practices in the areas of language arts and math.
- Teachers identify at-risk or low-performing students and provide in-class intervention.
- The after-school intervention program provides additional instruction to students falling below standards-based benchmark proficiency in the areas of reading, writing, and math.

Additional services to enable underperforming students to meet standards:

- Teachers and principals meet to analyze and assess student data to determine if English language learners are meeting standards.
- English learners receive designated English Language Development (ELD) instruction and support.
- English learners receive integrated ELD support in content area classes.
- Staff development is provided to improve literacy instruction.
- Before and after-school intervention programs for at-risk students are in place.
- Students below grade-level proficiency are provided with homework assistance and small group tutoring during our after-school program.
- Teachers use resources, materials, and supplies to prepare and facilitate lessons that challenge students to meet and exceed proficiency.
- Intentional and ongoing collaboration and articulation between the resource specialist teachers and general education teachers to provide targeted support and individualized instruction to students receiving special education services.
- Teachers On Special Assignment (TOSA) collaborate with teachers on how to best leverage technology as a tool for teaching and learning.

Fiscal Year 2022-23 Teacher and Administrative Salaries

This table displays the 2022-23 Teacher and Administrative salaries. For detailed information on salaries, see the CDE Certification Salaries & Benefits web page at http://www.cde.ca.gov/ds/fd/cs/.

Category	District Amount	State Average for Districts in Same Category
Beginning Teacher Salary	$64,177	$58,553
Mid-Range Teacher Salary	$99,913	$93,924
Highest Teacher Salary	$119,434	$119,489
Average Principal Salary (Elementary)	$132,028	$149,898
Average Principal Salary (Middle)	$152,841	$157,111
Average Principal Salary (High)	$0	$151,698
Superintendent Salary	$236,928	$270,432
Percent of Budget for Teacher Salaries	30.5	31.93
Percent of Budget for Administrative Salaries	6.79	5.62

Professional Development

Renaissance values and prioritizes professional development. Over the course of the school year, teachers participate in a variety of professional development initiatives. This includes professional development related to social-emotional learning, implementation of multi-tiered systems of support, supporting English learners, and integrating technology into the classroom. Teachers have opportunities to participate in this learning before and throughout the school year. In addition, Renaissance teachers collaborate regularly over the course of the school year. This includes weekly grade-level and monthly content area collaboration. The Renaissance administrators are intentional about spending time in classrooms and providing teachers with feedback and support.

This table displays the number of school days dedicated to staff development and continuous improvement.

Subject	2022-23	2023-24	2024-25
Number of school days dedicated to Staff Development and Continuous Improvement	2	2	

7.2

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: January 29, 2025

Subject: **Resolution No. 37-24/25**
Arts Education Month – March, 2025
March, 2025, has been proclaimed as Arts Education Month.

Staff Analysis: This resolution proclaims the month of March, 2025, as Arts Education Month and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts. The strategy is to develop and maintain productive, meaningful partnerships with families and communities to ensure the highest quality education for all students.

Recommendation: Staff recommends approval of **Resolution No. 37-24/25**, Arts Education Month, as presented.

Submitted by: Emily McChristian EM Title: VAPA Coordinator, Academic Services

Approved by: Sandra Garcia SG Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

7.2
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution No.37-24/25
PROCLAIMING MARCH, 2025
"ARTS EDUCATION MONTH"

WHEREAS, Arts Education, which includes dance, music, theater, media arts, and the visual arts, is an indispensable part of basic education for all students, kindergarten through grade twelve, to enhance their understanding of the world and to develop their full potential;

WHEREAS, through well planned instruction and activities in art, children develop initiative, creative ability, self-expression, self-reflection, critical thinking skills, discipline, a heightened appreciation of beauty, and cross-cultural understanding;

WHEREAS, the arts are collectively one of the most important repositories of culture, and experience in the arts fosters insights and abilities central to the experience of life;

WHEREAS, many national and state professional arts education associations sponsor celebrations each March encouraging student participation in the arts;

WHEREAS, these celebrations give California schools an important opportunity to focus on the value of the arts for all students, promote cross-cultural understanding, give recognition to the state's outstanding young artists, and enhance public support for the arts; and

WHEREAS, the *Visual and Performing Arts Framework for California Public Schools, Kindergarten through Grade Twelve,* adopted by the California State Board of Education in 1995, states that education in the arts is "essential for all students" and calls upon the California public schools to "provide a balanced curriculum, with the arts as a part of the core of all students, kindergarten through grade twelve, no matter what the students' abilities, language capacities, or special needs happen to be;"

NOW, THEREFORE, BE IT RESOLVED, the Alum Rock Union Elementary School District joins with the California State Board of Education in proclaiming the month of March, 2025, as "Arts Education Month" and encourages all educational communities to celebrate the arts with meaningful student activities and programs that demonstrate learning and understanding in the visual and performing arts.

PASSED AND ADOPTED this 13th day of February, 2025, by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Linda Chavez , President _____

Andrés Quintero, Vice-President _____

Minh Pham, Clerk _____

Corina Herrera-Loera, Member _____

Minh Nguyen, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on February 13, 2025.

_____ _____

German Cerda , Superintendent Date

7.3

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: **February 05, 2025**

Subject: **Local Control Accountability Plan (LCAP) Timeline**

Staff Analysis: The Local Control Accountability Plan (LCAP) is a required component of the Local Control Funding Formula (LCFF). Under the LCFF, LEAs are required to develop an LCAP every three years and provide an Annual Update every year. The LCAP describes how the LEAs intend to meet annual goals for all pupils, with specific activities to address state and local priorities identified pursuant to *Education Code Section 52060(d).*

Recommendation: Information Only

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

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

To the Board of Trustees: Meeting: **February 13, 2025**
Regular Board Meeting

7.3
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Doc ID: 2a25f71115f28b036f60b5038261e93dc1bd57ac

2024-2025 LCAP Annual Development Cycle

1 September/ October

- Provide LCFF/LCAP info to advisory groups

2 November/ December

- Continue to monitor LCAP expenditures and actions.
- Continue to progress monitor implementation and outcome data.

3 January/ February

- Mid-year progress review to analyze all outcome data, expenditures and evaluate the effectiveness of actions.

4 March

- Hold stakeholder engagement events to review the mid-year progress and gather input.
- Begin drafting Annual Update & Supplement for the Annual Update
- Begin drafting LCAP, especially the Identified Needs sections.
- Administer and collect measures associated with Local Indicators.

5 April/ May

- Finalize LCAP Annual Update.
- Prepare Local Indicators for presentation to the board in coordination with LCAP adoption.
- Development of LCAP
- Provide board updates on LCAP development progress

6 June

- Hold a public hearing (prior to adoption) to solicit public comments regarding specific actions and expenditures.
- Hold a Public Meeting for the purpose of adopting the LCAP and budget.

Board Approved LCAP due to SCCOE

Alum Rock Union Elementary School District
Local Control Accountability Plan (LCAP) Timeline
2024-2025 School Year

This summary provides information regarding the LCAP Timeline for the 2024-2025 school year.

California schools are funded under the Local Control Funding Formula (LCFF), which requires Districts to develop a Local Control Accountability Plan (LCAP) to guide budget priorities. Central to this process is providing opportunities for public input.

The LCAP must align with eight (8) priority areas identified by the California Department of Education

1. Basic Necessities
2. Implementation of CCSS
3. Parental Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Access to Courses
8. Other Student Outcomes

2024-2025 LCAP Goals

Goal 1 - Promote equitable and inclusive conditions of learning by ensuring that students have access to highly qualified staff, well-maintained and developmentally appropriate facilities, social and emotional support, as well as comprehensive standards-aligned instruction, materials, and resources.

Goal 2 - Create and implement a Multi-Tiered System of Support (MTSS) across the district to ensure the well-being of staff, students, and their families. This asset-based approach will provide all members of the Alum Rock community with appropriate access to tiered academic, behavioral, and social-emotional support.

Goal 3 - 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.

Goal 4 - Reduce chronic absenteeism by 10.9% by June 6, 2025, lowering the rate from 40.9% to 30%. Attendance data will be monitored daily by our administrative assistant and community liaison to ensure that students who begin to show concerning attendance trends are identified and supported. Our goal is to maintain a 90% average daily attendance rate.

The following educational partners will provide input to be considered in the development of the LCAP:

-Parents
-Students
-Community Members
-AREA, CSEA & Teamsters units
-Teachers & District Administrators
-Advisory Groups(DAC/DELAC/SAC) including representation from special populations

Methods for Gathering Input - Community forums, school site input sessions, listening sessions and on-line surveys

October - February	February/March	April	May	June
• LCFF/LCAP Parent Informational Meetings (DAC/DELAC) • Conduct a Needs Assessment • Provide board members with a mid-year progress review	• Parent/Community input forum • AREA, CSEA & Teamsters LCAP Review & Input Session • Staff & Parent Meetings (school sites) • On-line parent and student surveys • Management Team Input Session • DELAC LCAP Input Sessions • On-line parent, staff and student surveys	Board update	• Board update – LCAP draft • Advisory Groups LCAP Draft Input	• LCAP Public Hearing/ Stakeholder Feedback • Approval of LCAP • Submit LCAP to Santa Clara County Office of Education for approval (by July 1)

Board Updates - LCAP Board Updates April, May, June 2025

7.4

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: **February 05, 2025**

Subject: **Mid-year Report on the Annual update to the 2024/25 LCAP and Budget Overview for Parents**

Staff Analysis: Senate Bill 114 requires LEAs to present an update on the annual update to the Local Control and Accountability Plan (LCAP) and Budget Overview for Parents (BOP) on or before February 28 each at a regularly scheduled meeting of the governing board or body of the LEA.
The report must include the following:

- All available mid-year outcome date related to metrics identified in the current LCAP; and,
- All available mid-year expenditure and implementation data on all actions identified in the current LCAP.

Recommendation: Information/Presentation Only

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

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

To the Board of Trustees: Meeting: **February 13, 2025**
Regular Board Meeting

7.4
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

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LCAP
Mid-Year Report

Alum Rock Union School District

February 13, 2025

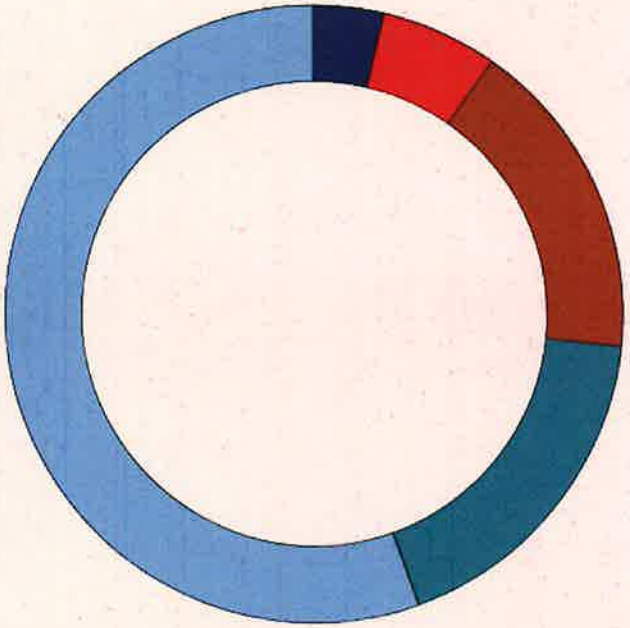
Dr. Kiela Jiménez
Director of State and Federal Programs

Budget Overview

LCFF

California's Local Control Funding Formula (LCFF) determines the level of state funding provided to school districts. The majority of funding is dedicated to improving academic outcomes for all students with additional funding provided for English Learners, Foster Youth, and students living in poverty.

Low Income | English Learners | Foster Youth



- Federal - $5,461,380
- Local - $9,048,952
- Non-LCFF State - $24,982,521
- LCFF Concentration and Supplemental - $2,6496,513
- LCFF Base - $82,096,858

$157,751,621 tied to actions and services to the LCAP

Alum Rock Union School District

LCAP

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorties.

The LCAP funds target to improve **Low Income**, **English Learners**, **McKinney-Vento** and **Foster Youth** students.

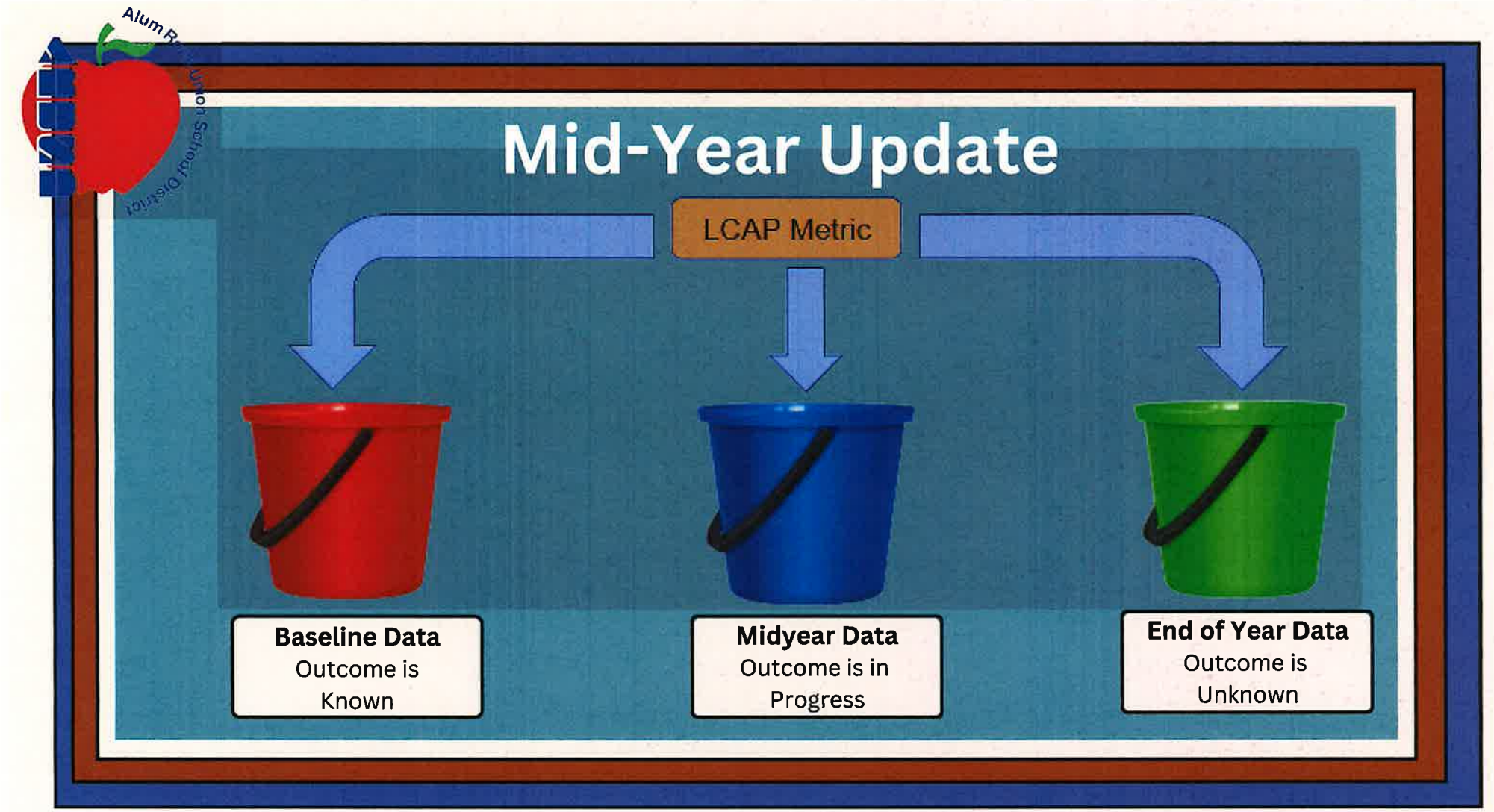
THE LCAP IS USED TO:



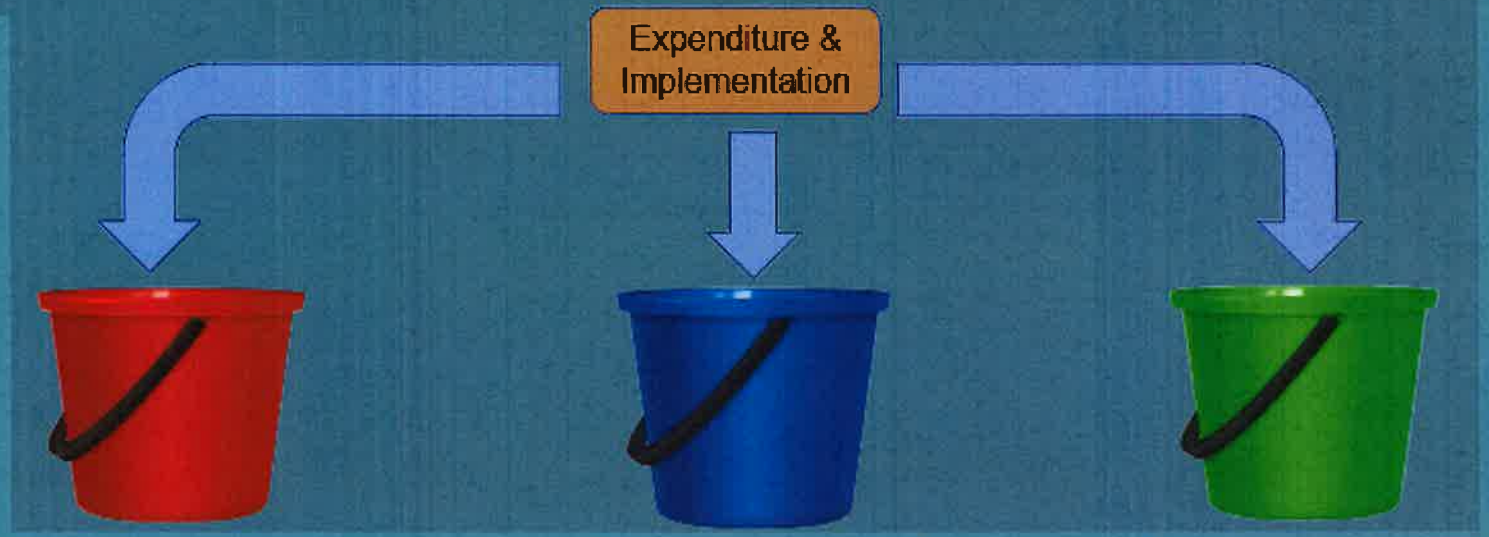


LCAP Action Implementation & Monitoring

- Are people in place?
- Are materials available?
- Have services begun?
- Who is responsible for each action?

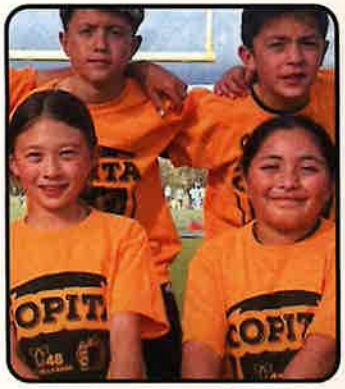

Mid-Year Update
LCAP Metric
Baseline Data
Outcome is Known
Midyear Data
Outcome is in Progress
End of Year Data
Outcome is Unknown

Mid-Year Update



Goal 1:

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



Metric	2024-25 Mid-Year Update	Status
Local Indicator 1	100% of students have access to standards-aligned materials 93% of teachers are highly qualified 100% of school overall rating "Good" on the FIT report	OI
Climate Surveys	According to the Fall Panorama Survey the favorability for: Parents - Safety 95%(+2) and Sense of Belonging 97% (+3) Students - Safety 77% (+3) and Sense of Belonging Middle School 74% (+23) Staff - Sense of Belonging 85% (+1)	PI
Student logs (SEL Dept)	Through Fall 2023, School Counselors provided support for approximately 4,180 students. Overall 57% of current students have been supported. To date 94% of students served are unduplicated	OI
Classroom Implementation Tool	Baseline will be established in Spring 2025	Planned
Dashboard Suspension and Expulsion Rate	According to the 2024 CA Dashboard, the district Suspension rate is 1.8% with zero expulsions which decreased in comparison to the 2023 data	Final
ELPAC growth (ELPI)	According to the 2024 CA Dashboard, 47.6% of ELs are making progress towards English language proficiency.	Final
Reclassification Rate	215 Students have been reclassified(to date)	OI
iReady Growth Goals	Winter 2024/25 iReady Diagnostic Reading - 24% Met/Exceeded Standard (+8%) Math - 17% Met/Exceeded Standard (+9%)	
Dashboard -SBAC results	2024 Dashboard Results English Language Arts Status Level = Yellow, 60.4 points Below Standards (+3.8) Math Status Level = Yellow, 83 points Below Standard (+3.3)	Final
LAS Links assessment reports	Fall data - 20% of K-8 students scored proficient in Spanish	OI
Dashboard Data on Chronic Absenteeism	According to the 2024 California Dashboard, 24.3% of students overall were chronically absent.	Final
IEP Placement Records	As of 11/2024 53.9% of students with disabilities are in the general education setting for 80% or more of their school day and 31% of are in the general education setting for less than 40% of their day.	OI
SELPA Data Tracker	As of 11/2024, 99.6% of parents of students with disabilities indicated that they were involved in the IEP process and program.	OI
Professional Development	For 2024/2025 school year, 100% of ARUSD teachers had the opportunity through mandatory staff development days to participate in professional development. For the middle of 2024/2025 school year 41 %teachers participated in ELD specific PD. There is additional ELD PD scheduled for the month of February and March. We expect about 40 more participants. PD was provided to VAPA teachers (MUSIC and PE), para educators and the SPED teachers.	OI

Adopted Budget

$144,735,761

Expenditures YTD

$71,588,838

50.54%

Percentage Spent

Goal 2:

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.



Metric	2024-25 Mid-Year Update	Status
2024 ELA and Math SBAC Percentage of Student that Met/Exceeded 3rd Grade McKinney Vento Socioeconomically disadvantaged Students with Disabilities English Learners	3rd Grade ELA - 25.62% Met/Exceeded (+3.89%) McKinney Vento - 11.54%(ELA) and 5.41% (Math) Socioeconomically Disadvantaged - 123.49%(ELA) and 16.7% (Math) Students with Disabilities - 5.17%(ELA) and 6.59% (Math) English Learners - 6.31%(ELA) and 7.55% (Math)	Final
iReady results	Reading Fall 2024 - 16% of students Met/Exceeded Winter 2024 - 24% Met/Exceeded (8% Growth) Median typical growth Winter 24 was 54% with 40% of all students met 40% or more of their stretch growth goal by mid year. Mathematics: Fall 2024, 8%Met/Exceeded Winter of 2024, 17% Met/Exceeded (9% Growth) The Median Typical Growth was 56% and 44% meeting 40% or more of their stretch goal.	OI
Iniital ELPAC Results & Growth	389 Students took the Initial ELPAC 8% IFEP 9% Intermediate 83% Novice	OI
2024 Chronic Absenteeism	All Students 24.3% McKinney Vento: 43.6% Foster Youth: 52% English Learners: 23.6% Socioeconomically Disadvantaged: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%	Final
Student Study Team Documentation	As of January 2025, 17% of Students have an IEP	OI
Professional Development	In the mid-year staff survey, 43% of respondents viewed this year's professional development favorably, while an additional 30% were neutral.	OI
Participation rates for ELs and FY in ASES and summer programs	Based on December enrollment records the following percentage of students attended summer school/enrichment programs: Foster Youth - 19% English Learners - 24%	OI

Adopted Budget

$6,946,018

Expenditures YTD

$3,403,980

49.0%

Percentage Spent

Goal 3:

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.

Metric	2024-25 Mid-Year Update	Status
Parent University Participation	Parent University Attendees (by semester & year): Fall 2022: 400 Spring 2023: 700 Fall 2023: 598 Spring 2024: 556 Fall 2024: 430 Parent Participation by subgroup (Fall 2024) - not taken Note: Student subgroups/baseline date will be determined on the Spring 2025 Parent University	OI
Wellness Center pre/post check-in/check-out assessment	Faculty & Family Engagement: 76 faculty members participated in wellness presentations; 30 families visited centers. Student Support: Tier I: 4,511 visits, 1,220 toured regulation stations, 1,374 participated in Paws to Share, 2,272 engaged in SEL activities, 12 wellness follow-ups, 42 drop-ins. Tier II: 160 students received small-group support, 29 received individual therapeutic services. New Launches: Adelante & Hubbard centers opened in November	OI
VAPA Pre/Post Student Survey (4th - 8th grade)	New baseline for 2024/2025 School Year: 903 Students were surveyed 76.6% of students felt happy in music class. 68.4% felt accepted and able to be themselves in music class.	OI
Daily Attendance Records	As of January 2025, Average Daily Attendance is 95.69%	OI
Middle School Dropout Rate	During the 2024/2025 school year, middle school dropout rate of <1%	Final





Adopted Budget

$5,963,849

Expenditures YTD

$2,475,738

41.51%

Percentage Spent

Goal 4:

By June 6th 2025, the percentage of students who are chronically absent will reduce by 10.9% from 40.9% to 30%. Attendance data will be monitored on a daily basis by our administrative assistant and community liaison to ensure that students who begin to show concerning attendance trends are identified and supported. Our goal will be to maintain 90% average daily attendance.

Metric	2024-25 Mid-Year Update	Status
California Dashboard data - Chronic Absenteeism	Overall Chronic Absenteeism: 24.3% (Increased from 2023) McKinney Vento: 43.6% (Slight increase from 42%) Foster Youth: 52% (Increased) English Learners: 23.6% (Increased) Socioeconomically Disadvantaged: 26.9% (Increased) Students with Disabilities: 33.5% (Increased) Hispanic/Latino: 26.9% (Increased) Pacific Islander: 39.1% (Increased) African American: 27.1% (Decreased)	Final
Average Daily Attendance Records	As of January 2025, Average Daily Attendance is 95.69%	OI





Adopted Budget

$105,991

Expenditures YTD

$7,193

6.7%

Percentage Spent

Questions?







Alum Rock Union School District

Thank you!

Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Alum Rock Union Elementary School District	Sandra Garcia Assistant Superintendent, Instructional Services	sandra.garcia@arusd.org (408) 928-6935

Goal 1

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

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	California Dashboard -Local Indicator 1-Standards Aligned Instructional Materials	During the 2023/2024 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1			During the first half of the 2024/2025 school year, 100% of students had access to standards-aligned instructional materials (including technology) as assessed through Local Performance Indicator-Priority 1	By June 2027, we will maintain 100% of students having access to standards-aligned instructional materials (including technology) as assessed through Local Indicator 1
1.2	California Dashboard -Local Indicator 1- Facility Inspection Tool (FIT)	During the 2023/2024 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)			During the 2024/2025 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)	By June 2027, 100% of schools will maintain an overall rating of "Good" on the Facility Inspection Tool (FIT)
1.3	California Dashboard -Local Indicator 1- Highly Qualified Teachers	During the 2023/2024 school year, 79.7% of teachers were "appropriately assigned" based on Local Indicator 1 of the California Dashboard			As of January 31st 92.2% of teachers were "appropriately assigned"	By June 2027, 85% of teachers will be "appropriately assigned" based on Local Indicator 1 of the California Dashboard
1.4	SBAC results for 3rd grade students in ELA/Math	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade: 3rd grade students attending T4/TK: ELA - 29.75% met or exceeded Math - 39.87%met or			Results will be updated in Spring 2025.	Based on June 2026 SBAC results, we will see the following student growth for 3rd grade students: 3rd grade students attending T4/TK: ELA - 35% meeting or exceeding Math - 45% meeting or

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		exceeded 3rd grade students attending T4/TK who are also SED: ELA - 19.49% met or exceeded Math - 33.9% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 10.45% met or exceeded Math - 23.88% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 5.88% met or exceeded Math - 17.65% met or exceeded • ---------- ---------- ---------- ---------- 3rd grade students not attending T4/TK ELA - 21.73% met or exceeded Math - 28.85% met or exceeded 3rd grade students not attending T4/TK who are also SED ELA - 14.69% met or exceeded Math - 23.35% met or exceeded				exceeding 3rd grade students attending T4/TK who are also SED: ELA - 25% met or exceeded Math - 39% met or exceeded 3rd grade students attending T4/TK who are also ELs: ELA - 16% met or exceeded Math - 29% met or exceeded 3rd grade students attending T4/TK who are also SpEd ELA - 12% met or exceeded Math - 24% met or exceeded • ---------- ---------- ---------- --------- 3rd grade students not attending T4/TK ELA - 27% meeting or exceeding Math - 34% meeting or exceeding 3rd grade students not attending T4/TK who are also SED ELA - 20% met or exceeded Math - 29% met or exceeded

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		3rd grade students not attending T4/TK who are also EL ELA - 7.58% met or exceeded Math - 16.14% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA - 4.29% met or exceeded Math - 7.14% met or exceeded				3rd grade students not attending T4/TK who are also ELs ELA - 13% met or exceeded Math - 22% met or exceeded 3rd grade students not attending T4/TK who are also SpEd ELA -10% met or exceeded Math - 13% met or exceeded
1.5	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all students: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% More specifically, 77% of 3rd graders responded favorably on "Sense of Belonging"			Fall 2024 Survey Results "Sense of belonging" Elementary: 77% (increase of 3) Middle school 75% (increase of 3) "Safety" Elementary students is: 71% Middle School is: 74% More specifically, 72% of 3rd graders responded favorably on "Sense of belonging:	By Spring 2027, the favorability rate for all students will show the following improvement: "Sense of Belonging" Elementary students is 80% Middle School students is 70% "Safety" Elementary students is 70% Middle School students is 70% More specifically, 80% or higher of 3rd grade students will respond favorably on "Sense of Belonging"
1.6	Students have access to and are enrolled in a broad course of study.	100% of students in gradesTK-5 are enrolled in a self-contained classroom.			100% of students in gradesTK-5 are enrolled in a self-contained classroom.	100% of students in gradesTK-5 are enrolled in a self-contained classroom.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
	Priority 7: Access to a Broad Course of Study	100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.			100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.	100% of students in grades 6-8 are enrolled in English, Social Science, Mathematics, and Science, Physical Education and are offered electives including Visual and Performing Arts, Applied Arts, STEM and other electives. EL students take a supplemental designated ELD class.
1.7	End of Year UPK Survey	On end of year Early Learning survey for the 2023/2024 school year, 85% of teachers responded favorably that they had access to the professional learning services that they required			Early Childhood - for both our August 8, 2024 and November 1, 2024 Early Learning PD - feedback surveys had 100% of participants sharing that the overall quality of the Professional Development was either good or excellent. A few comments from open-ended responses from our PreK/TK teachers regarding the PD sessions: "This is the most relevant PD!" "Today's session was well-organized and full of helpful information."	By June 2027, we will maintain 85% or more of teachers responding favorably that programming and professional learning offerings meet their needs
1.8	IEP referrals	During the 2023/2024 school year, there was a total of 4.75% IEP referrals districtwide			As of 1/16/2025, 97 initial IEP assessments have	By June 2027, the number of IEP referrals will drop to 2% districtwide

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					been completed since August 2024.	
1.9	UPK (expanded PK-3) Program- Unduplicated student enrollment	In the 2023/2024 school year, we had a total of 3,797 students enrolled in PK-3rd grade. Of these, 86.9% were unduplicated students.			For the 2024-2025 school year, we have a total of 3,470 students enrolled in PK-3rd grade. Of these, 85.7% are unduplicated students.	By June 2027, Increase the population of unduplicated students served through UPK (expanded PK-3) Program by 1% (90.9%)
1.10	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents was: After School Programs- 97% Safety- 92% Sense of Belonging- 96%			2024/2025 Fall survey, the favorability rate for all parents was: After School programs- 98% Safety- 95% Sense of Belonging- 97%	By Spring 2027, the favorability rate for all parents will show the following improvement: After School Programs- 98% Safety- 93% Sense of Belonging- 97%
1.11	Student support logs	During the 2023/2024 school year, 70% of our enrolled students districtwide have been supported by school counseling staff. 87% are high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and Students with Special Needs)			During the 2024/2025 school year, ARUSD student enrollment was approximately 7,333 students. As of January 2025, we have served & supported approximately 4,180 ARUSD students, which is 57% of the current ARUSD student population with counseling/guidance delivered by school counselors, school counselor interns, and/or the SEL Department. Of the	By June 2027, the number of high needs students (i.e. Foster Youth, English Learners, Socioeconomically Disadvantages, Homeless Youth and Students with Special Needs) supported by school counseling staff will increase to 90% of the total number of students receiving counseling services.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					4,180 students that were served, approximately 3,915 of the students, which is approximately 94% of students served, qualified as unduplicated through one or more of the following identifiers: Foster Youth, English Learners, Socioeconomically disadvantaged, McKinney Vento, and/or Students with Special Needs.	
1.12	Professional Development Survey Tool	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their classroom instruction/area of work In addition, a baseline will be set to determine if professional development Meets Learning Needs Focused on Positive Conditions of Learning Standards			For the 2024/2025 school year at the mid year survey, of staff surveyed responded favorably that professional development supported their classroom instruction/area of work The baseline for the positive conditions for learning professional development will be established on the Sring 2025 survey from teachers.	By June 2027, 70% of participants will respond that the specific PD "helped support my classroom instruction/area of work" In addition, 80% or more of participants will respond favorably that professional development met Learning Needs Focused on Positive Conditions of Learning Standards
1.13	Classroom Implementation Tool	Tool on the Positive Conditions of Learning Standards focused on Climate & Culture			Tool on the Positive Conditions of Learning Standards focused on Climate & Culture will be developed during	By June 2027, 80% of districtwide classrooms, will meet the Positive Conditions of Learning Standards

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		will be developed during the 2024/2025 school year and a baseline will be established			the 2025/2026 school year and a baseline will be established	
1.14	Dashboard Suspension and Expulsion Rate	According to the 2023 CA Dashboard, the district Suspension rate is 2.7% with zero expulsions Student groups have the following suspension rate based on the California Dashboard: African American Students (7.6%) Pacific Islander Students (4.7%) Students with Disabilities (3.5%) Homeless Youth (4.5%) EL Students (2.6%) SED Students (3%)			According to the 2024 CA Dashboard, the district Suspension rate is 1.8% with zero expulsions which decreased in comparision to the 2023 data. Student groups have the following suspension rate based on the California Dashboard: African American Students: 6.4% (declined) Pacific Islander Students: 4.3% (declined) Students with Disabilities: 3.2.% (declined) Homeless Youth: 3.2% (declined) EL Students: 1.4% (declined) SED Students: 2% (declined)	Based on the 2026 CA Dashboard, the district Suspension rate will drop to 1.7% with zero expulsions Targeted student groups will see an improvement of Dashboard performance levels based on the California Dashboard: African American Students (5.9%) Pacific Islander Students (3%) Students with Disabilities (1.8%) Homeless Youth (2.8%) EL Students (.9) SED Students (1.3%)
1.15	ELPAC growth (ELPI)	According to the 2023 CA Dashboard, 40.9% of ELs are making progress towards English language proficiency.			According to the 2024 CA Dashboard, 47.6% of ELs are making progress towards English language proficiency.	Based on the 2026 California Dashboard, 60% of all ELs will make progress towards English Language Proficiency based on the California Dashboard

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.16	Reclassification Rate	During the 2023/2024 school year, 225 students were reclassified			215 Students have been reclassified from July 1, 20024 to January 22, 2025	By June 2027, we will maintain the number of students reclassified annually (225 students)
1.17	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all staff was: Sense of Belonging- 83% *This school is a supportive and inviting place to work - 91% *This school promotes trust and collegiality among staff - 89%			2024/2025 Fall survey, the favorability rate for all staff was: Sense of belong: 85 % This school is a supportive and inviting place to work: 94% The school promotes trust and collegiality among staff: 93%	By Spring 2027, the favorability rate for all staff will show the following improvement: Sense of Belonging- 86% *This school is a supportive and inviting place to work - 94% *This school promotes trust and collegiality among staff - 92%
1.18	iReady Growth Goals	Baseline will be established in 2024/2025 school year			"Reading: In August of 2024, 16% of students met or exceeded standard in Reading on the i-Ready Diagnostic. By Winter of 2024, 24% of students met or exceeded standard in Reading on the i-Ready Diagnostic. Students showed an 8% growth of meeting or exceeding standard. The median typical growth on the winter 2024/25 diagnostic was at 54% and 40% of all ARUSD students met 40% or more of	By June 2027, 50% of all students (K-8) will meet their iReady stretch goal for ELA and Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					their stretch growth goal by mid year. Mathematics: In August of 2024, 8% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic. By Winter of 2024, 17% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic. Students showed an 9% growth of meeting or exceeding standard between fall and winter. The median typical growth on the winter 2024/25 diagnostic was at 56% and 44% of all ARUSD students met 40% or more of their stretch growth goal by mid year. "	
1.19	Dashboard -SBAC results	According to the Spring 2023 SBAC data, the following are the student results: ELA (OVERALL)- Average of 64.2 points below standard English Learners- Average of 102.5 points below standard			"According to the Spring 2024 SBAC data, the following are the student results: ELA (OVERALL)- Average of 60.4 points below standard English Learners- Average of 91.5 points below standard	Based on the Spring 2026 SBAC data, we will show the following growth: ELA (OVERALL) - Increase average points from standard by 50 points (14 points below standard) English Learners-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Socioeconomically Disadvantaged- Average of 78.6 points below standard Hispanic/Latino- Average of 78.8 points below standard Students with Disabilities- Average of 129.5 points below standard Homeless- Average of 118.5 points below standard Math (OVERALL)- Average of 86.3 points below standard English Learners: Average of 114.1 points below standard Socioeconomically Disadvantaged- Average of 101.1 points below standard Hispanic/Latino- Average of 102.6 points below standard Students with Disabilities- Average of 149 points below standard Homeless- Average of 149.7 points below standard			Socioeconomically Disadvantaged- Average of 973.1 points below standard Hispanic/Latino- Average of 75 points below standard Students with Disabilities- Average of 128.8 points below standard Homeless- Average of 119.4 points below standard Math (OVERALL)- Average of 83 points below standard English Learners: Average of 104.7 points below standard Socioeconomically Disadvantaged- Average of 96.4 points below standard Hispanic/Latino- Average of 98.4 points below standard Students with Disabilities- Average of 145.3 points below standard Homeless- Average of 140 points below standard	Increase average points from standard by 50 points (52 points below standard) Socioeconomically Disadvantaged- Increase average points from standard by 50 points (28.6 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (28.8 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79.5 points below standard) Homeless- Increase average points from standard by 50 points (68.5 points below standard) Math (OVERALL)- Increase average points from standard by 50 points (36 points below standard) English Learners- Increase average points from standard by 50 points (64 points below standard)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Science (CAST) - 16.43% meeting/exceeding			Science (CAST) - 20.8 points below standard, English Learners-Average of 27.4 points below standard, Socioeconically Disadvantaged- Average of 23.1 points below standard, Hispanic/Latino- Average of 23.8 points below standard, Homeless- average 29.9 points below standard.	Socioeconomically Disadvantaged- Increase average points from standard by 50 points (51.1 points below standard) Hispanic/Latino- Increase average points from standard by 50 points (52.6 points below standard) Students with Disabilities- Increase average points from standard by 50 points (79 points below standard) Homeless- Increase average points from standard by 50 points (99.9 points below standard) Science (CAST) - increase to 25% meeting/exceeding standard
1.20	LAS Links assessment reports	According to the Spring 2024 LAS LINKS data, 32% of 5th and 66% of 8th graders scored proficient or above proficient on the LAS Link assessment			According to the Fall 2025 LAS LINKS data, 20% of students K-8 received a score of proficient in overall Spanish Assessment. The 4 areas that areas are tested are Speaking, Reading, Writing and Listening.	By June 2027, we will increase the number of 5th graders scoring proficient or above proficient to 35% and 70% for 8th graders.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.21	Dashboard Data on Chronic Absenteeism	According to the 2023 California Dashboard, 22.5% 1721/7,650 of students overall are chronically absent. Homeless students: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged Youth: 24% Students with Special Needs: 31% African American 32% Hispanic Latino 24% Pacific Islander 37%			According to the 2024 California Dashboard, 24.3% of students overall were chronically absent. Homeless students: 43.6% Foster Youth: 52% English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Special Needs: 33.5% African American: 27.1% Hispanic Latino: 26.9% Pacific Islander: 39.1%	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless students: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged Youth: 11% Students with Special Needs: 18% African American 19% Hispanic Latino 11% Pacific Islander 24%
1.22	IEP Placement Records	According to 2023/2024 IEP placement records, 55.4 percent of students with disabilities are in the general education setting for 80% or more of their school day.			As of 11/2024 53.9% of students with disabilities are in the general education setting for 80% or more of their school day. As of 11/2024, 31% of students with disabilities are in the general education setting for less than 40% of their day.	According to 2026/2027 IEP placement records, 65% of students with disabilities will be in the general education setting for 80% or more of their school day.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		25.5 percent of students with disabilities are in the general education setting for less than 40% of their day.				No more than 15% of students with disabilities will be in the general education setting for less than 40% of their day.
1.23	SELPA Data Tracker	According to the 2023/2024 SELPA data tracker, 99.7 percent of parents of students with disabilities indicated that they were involved in the IEP process and program			As of 11/2024, 99.6% of parents of students with disabilities indicated that they were involved in the IEP process and program.	According to the 2026/2027 SELPA data tracker, 100% of parents of students with disabilities will indicate that they were involved in the IEP process and program.
1.24	Professional Development Records	For 2023/2024 school year, 60% of ARUSD teachers participated in PD activities that support classroom instruction For the 2023/2024 school year 46% teachers participated in ELD specific PD.			For 2024/2025 school year, 100% of ARUSD teachers had the opportunity through mandatory staff development days to participate in professional development. For the middle of 2024/2025 school year 41 %teachers participated in ELD specific PD .There is additional ELD PD scheduled for the month of February and March. We expect about 40 more participants. PD was also provided to VAPA teachers (MUSIC and PE), para educators and the Sped teachers.	According to the 2026/2027 PD Records, 80% of ARUSD teachers will participate in PD activities that support their classroom instruction. According to the 2026/2027 PD Records, 70% of ARUSD teachers will participate in ELD specific PD.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	**Targeted support services and programming -school sites** To increase and improve services for unduplicated students with supplemental materials and services that support the core program. Funds will support AVID programming, tutoring/Intervention programs, materials and training for site based dual language programs, site-based enrichment, academic field trips, parent/family engagement, technology and other activities that address the "red" California Dashboard indicators for the site. Maintain lower student:teacher ratio in order to provide rigorous instruction in all classrooms *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)	Yes	Ongoing Implementation		After school tutoring is offered to all students through our Expanded Learning Programs. Intersessions(Spring 2025) and Summer programs will be offered to support targeted academic intervention.	$7,915,524.14	$3,874,711.58
1.2	**Recruit, retain, develop and celebrate employees** Costs related to recruitment and retention of high quality staff Recognition of staff Additional stipends for retention of staff	Yes	Ongoing Implementation		Offer BCLAD/Special Ed/Dual Immersion Stipends. Pay for an Induction Program for new teachers. Celebrate the	$3,404,292.34	$1,668,438.17

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Professional Development for support staff				Classified Employee of the Year program. Reimburse up to $2000 a year, for Declared Special Needs positions - Certificated.		
1.3	**Professional development and support to ensure high quality instruction** Provide teachers and administrators professional development to deliver high quality instruction including the training that supports the implementation of board adopted curriculum (i.e., service contracts/conferences / trainings / workshop fees, registration and travel costs). Hire mentors and provide programming to support new teachers and administrators Lead monthly Professional Learning Communities for teachers in years one through three with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation .75 FTE to coordinate textbook/material that supports classroom instruction and cost of Librarian of Record (SCCOE) Release time and/or extended duty to attend professional development	Yes	Ongoing Implementation	Induction Mentors served 34 Teachers, 21 interns and STSP teachers were supported by peer mentors. 47 sessions of professional development were provided to teachers. 100% of students received their core instructional materials.	The DEI Coordinator facilitated two training sessions on August 8, 2025, focused on Universal Design for Learning (UDL) and Anti-Racism, emphasizing Anti-Bias and Culturally Responsive Teaching. These sessions served 129 educators, providing critical professional development aligned with equity and inclusion goals. Link to UDL and AntiRacism Homebase Agenda https://docs.google.com/document/d/1OpqNzQ	$2,479,003.96	$1,206,677.44

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Additional PD days to continue development of highly qualified staff Insitute PLC structure for instructional teams focused on collaboration, professional growth and continuous evaluation and improvement Special Education teachers and support staff receive ongoing training around specific student learning needs Provide anti-bias, anti-racist and culturally responsive teaching training that addresses the equity gap of our student groups in "red" (African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with disabilities,Two or more races, Socioeconomically Disadvantaged) *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)				MjUKM0TAEZInBQUR6D3qyLh2vmjnFxVr5JQJM/edit?tab=t.0 Link to UDL and AntiRacism Slide Deck with Agenda https://docs.google.com/presentation/d/1YfL1q-LkSweYrMJPBOJS074XES57YrgJwifi2H2gzRw/edit#slide=id.p This year, 34 teachers are receiving induction support from hired mentors. Additionally, 21 interns and teachers on STSP credentials are supported by peer mentors districtwide. A full-time teacher on special assignment supports new teachers across the district and serves as an induction mentor, providing targeted		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					guidance and assistance to ensure teacher success. We have offered a robust professional development program, including 47 sessions this year on topics such as i-Ready, Multi-Tiered Systems of Support (MTSS), grade-level and principal professional learning communities, core curriculum, assessments, English Language Development (ELD) practices, and social-emotional supports. Teachers have also participated in classroom observations, Silicon Valley Mathematics Initiative trainings, Ethnic Studies development, and		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Constructing Meaning workshops. Most professional development occurred after school with extended duty pay or during mandatory staff meetings and professional learning days. A 0.75 FTE textbook technician ensures all students have access to 100% of required core curriculum materials. Additionally, the Santa Clara County Office of Education acts as our librarian of record, providing consultation and support to enhance library resources. During Principal MTSS PLC meetings, site leaders analyze data and implement PDSA cycles to		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					address equity and performance gaps for student groups, including African American, Hispanic, Homeless, Foster Youth, Pacific Islander, English Learners, Students with Disabilities, Two or More Races, and Socioeconomically Disadvantaged students. Comprehensive Support and Improvement (CSI) sites identified last school year collaborate monthly with ILTs, School Site Councils, and district teams to develop and execute strategic plans targeting red indicators and underperforming student groups on the		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					dashboard. These efforts include attendance monitoring and intervention, academic support in reading and writing, and behavior systems of support, fostering continuous improvement and better outcomes for all students. Professional development that addresses ELD standards and strategies has been made available for all sites. About 100 teachers have attended ELD specific PD.		
1.4	**Supplemental Educational Programs and Platforms** Adopt a new student assessment and personalized instructional platform that provides a universal screener, diagnostic benchmarks, progress monitoring and individualized learning pathway for students Educational technology programs and platforms that support core	Yes	Ongoing Implementation	"Reading: In August of 2024, 16% of students met or exceeded standard in Reading on the i-Ready Diagnostic. By Winter of 2024, 24% of students met or exceeded standard in Reading on the i-Ready Diagnostic.	This year, we transitioned to iReady as the local assessment and learning platform for all K-8 students, administering diagnostics three times annually, with two completed	$368,828.12	$370,655.36

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	subject areas and provide formative assessments *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			Students showed an 8% growth of meeting or exceeding standard. The median typical growth on the winter 2024/25 diagnostic was at 54% and 40% of all ARUSD students met 40% or more of their stretch growth goal by mid year. Mathematics: In August of 2024, 8% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic. By Winter of 2024, 17% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic. Students showed an 9% growth of meeting or exceeding standard between fall and winter. The median typical growth on the winter 2024/25 diagnostic was at 56% and 44% of all ARUSD students met 40% or more of their stretch growth goal by mid year. "	so far. Additionally, K-2 teachers use literacy task assessments, and TK-1 students are monitored using ESGI for basic skills. DLI schools utilize iReady's Spanish instruction and assessment to support planning and teaching. We have also implemented technology tools such as Nearpod, GoGuardian, Illuminate/DnA/ EduClimber, Curriculum Online Programming, and RAZ+ for Reading and Writing. iReady enables targeted support for student groups identified as red on the dashboard, while monthly site leader meetings around		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					assessment data help principals develop strategic plans to address the highest needs among student groups. All core instruction teachers had access to the above programming relevant to the subject they taught, and all students in the related grade level were given access. 100% of our students are able to access i-Ready instructional tools. Students who did not engage in the platform this year were due to high absence rates and/or IEP needs of the student. "		
1.5	**Tech Support for Instructional Programming** Costs related to Tech Support (i.e. licensing agreements, materials, supplies and support staff) Maintenance and upgrade of student and staff devices and related technology	Yes	Ongoing Implementation		Tech Support consistently monitors and supports maintenance and upgrades of student and staff technology.	$1,215,658.58	$638,703.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.6	**UPK (expanded PK -3) Program** .5 Coordinator to plan, manage, develop and implement ARUSD UPK (expanded PK -3) program (adjust title) .75 FTE Administrative Assistant to support ARUSD UPK (expanded PK -3) program Provide materials and supplies related to the implementation of the UPK (expanded PK -3) program Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), unhoused youth and students with special needs (SWD). Provide services to T4 students until they become school age Create a vertical alignment of developmentally appropriate practice and standards aligned instruction and programming for Preschool through third grade. Develop a well prepared PK through 3rd grade workforce with ongoing professional development and professional learning communities (PLCs) Offer expanded learning opportunities (Bridge to	No	Ongoing Implementation		"Coordinator (Early Learning POSA) has planned professional learning, monthly Early Learning newsletters, and managed MOUs to engage both internal and external experts to lead professional learning opportunities for ARUSD teachers Administrative Assistant supports management of developmentally appropriate materials and supplies for implementation of the PK-3rd program using the high level quality standards based on the National Association of the Education	$1,135,518.17	$495,831.93

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Kindergarten summer program and high quality before and after school programs). Expand opportunities for a 9 hour day Increase adult-to-child ratios to best support responsive socio-emotional and academic instruction (classroom paraprofessional in each T4/TK classroom) *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)				for Young Children (NAEYC) - i.e. furniture ordering, counting collections materials, children's literature Small Collaborate with district SLS coordinators to ensure high need families get access to early learning programs and ensure high risk factors take priority for all enrollment During the 2024-2025 school year, 28 T4 students are in early TK enrollment (registered as T4s with birthdays between December 2nd, 2019-June 30, 2020) Restructuring of TK-3rd grade report cards to		

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					allow for stronger vertical alignment. Curriculum alignment (Heggerty Phonemic Awareness in TK and Heggerty Bridge to Reading in K-2) Professional Learning opportunities for Early Learning teachers during the 24-25 school year are framed around the revised PKTLF (Preschool Transitional Kinder Learning Foundations) and research-based developmentally -appropriate practice. Spring PLC series with SCCOE on developmentally appropriate STEM instruction in the Early Years. Partnering with SJSU to provide professional learning for		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					teachers AND paraprofessionals. All TK teachers meet eligibility - must have 24 ECE units or professional experience in preschool classrooms or child development permits. Ongoing encouragement and coaching to guide educators towards earning PK-3rd specialized teaching credential from our Institute of Higher Learning -SJSU. 2024 Bridge to Kinder program served x students with a full multilingual program with 1 Spanish dual immersion program, 1 Vietnamese dial immersion program, and 6 English classrooms. We offered a fully inclusive		

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					program open to children with disabilities and providing additional paraprofessional support to ensure all students' needs were met (including implementing the new toileting guidelines from CDE). All elementary schools offer before & after school programs to provide 9 hour day to students (Think Together & YMCA) - collaboration between state and federal and early learning to ensure quality, developmentally -appropriate programming and ensure these programs are part of district-wide events (Back to District Night), ARUSD TK classrooms maintain 10:1 classroom ratio		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					with paraprofessionals adding extra time this year to ensure consistent schedules.		
1.7	**Implementation of Ethnic Studies** 1.0 FTE DEI Coordinator to plan, manage ,train and implement ARUSD Ethnic Studies program Materials and supplies related to the implementation of the Ethnic Studies program In order to make sure that the Ethnic Studies curriculum designed is accessible to all students, we will train every Ethnic Studies teacher and lesson designer in Universal Design for Learning (UDL). Build sustainability through Trainer of Trainers model and Community of Practice to support learning and implementation Create Professional Learning Community (PLC) that consists of training, curriculum design and collaboration Hold monthly Community of Practice (COP) that consists of training and curriculum development Participate in additional Ethnic Studies networks to align best practices county and statewide.	Yes	Ongoing Implementation		DEI Coordinator has recruited 24 educators (TOSAs and both elementary and middle school classroom teachers) to the Ethnic Studies Co-Design Team. All members met for a full launch day of immersive learning in the community- visiting local historical neighborhoods and learning from artists, business owners and community members (Japan town, Pinoytown, the former site of San Jose's Chinatown, Cesar Chavez Plaza, Martin Luther King, Jr.	$240,567.51	$109,503.76

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Library Low Rider exhibit and San Jose State University's 1968 Olympics statue). We were connected to and our project offered a grounding blessing by Indigenous community members from the Indian Health Center as we began teaming and learning of potential local pieces of history to write our curriculum to. The team meets monthly for 2 hours to get training on the California Ethnic Studies Model Curriculum guiding principles, Universal Design for Learning (UDL- one of the instructional frameworks the curriculum will be designed within), learn about current		

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					events of our local Muwekma Ohlone tribe along with other local minority racial and ethnic groups and make decisions about the planning templates and unit design in accordance to the local historical sites visited on our launch day in August and our other immersive historical and community-based learning experiences (partnered with the Low Rider Council of San Jose to learn history while cruising in their low rider cars hearing their narratives of historical connection and knowledge production). We learn alongside a number of community groups and partners. There were also 4 release days		

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					held with the middle school educators and TOSAs to co-learn Ethnic Studies design guidelines and work on planning templates and unit design as well as finalizing our curriculum's learning objectives. 4 members of the Ethnic Studies Co-Design Team attended a 2 day Vietnamese American Model Curriculum conference in September 2024 and 3 more will attend the Cambodian American Model Curriculum conference in January/early February 2025. The DEI Coordinator attends the California Council for Social Studies (CCSS) monthly meetings as a member of the Diversity, Equity		

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					and Inclusion Board member as well as regularly attends San Jose La Raza Historical Society monthly meetings to connect with local community events and supports in planning local historical and community events (ie: San Jose City Cinco de Mayo parade and festival). Link to Ethnic Studies Co-design Team Middle School release Planning Days Landing Page with slide decks, agendas, working docs, feedback forms embedded https://docs.google.com/presentation/d/14XF34BOlaQtNlMgUuv49gC-W_JE8IIM_UhyBMjndqns/edit#slide=id.p Link to Ethnic		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Studies Co-design Team Middle School release planning days landing page with links to all working docs embedded https://docs.google.com/document/d/1a432SQTXl3OZ4Hyn3npCTdFHjOgXTy5m_IT_IP2n9vs/edit?tab=t.0 Link to Ethnic Studies Co-design Team Monthly meetings slide deck with agendas and feedback forms embedded https://docs.google.com/presentation/d/1ojB3N_sg5NwzLV1tV2KMCjUAJt0dqPnM7ODaBhuz1M/edit#slide=id.g30bdde54053_0_125 Link to Ethnic Studies Co-design Team Launch Day August 2024 photo album https://photos.a		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					pp.goo.gl/xCHWkmtZaNMHwamW9 Link to Ethnic Studies Co-design Team Low Rider Experiential Day https://photos.app.goo.gl/Zi1xFbBaoCjLXoyU7 Universal Design for Learning (UDL): DEI Coordinator has held 3 full Saturdays and trained 9 educators fully in a trainer of trainers model- they also acquired their Level I UDL Micro credential from CAST, Inc. DEI Coordinator has begun a new Thursday evening trainer-of-trainer series to get 20 new educators trained and micro-credentialed by the end of February 2025.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Link to UDL Cohort C Homebase Agenda and working docs https://docs.google.com/document/d/1Wj4hn9aUpwYfkVJ70GLvPBWxwws_oOoE2MhKUC-zjC8/edit?tab=t.0 Link to UDL Cohort C Slide Deck with feedback forms embedded https://docs.google.com/presentation/d/1ku15tUeqp_DzsIcT5yhYcw4b77XKO0DifR9ifVUN-rI/edit#slide=id.g12c560c1a0b_0_0 Link to UDL Cohort D Homebase Agenda and working docs https://docs.google.com/document/d/1GT_QzM_My41cVNDFdhk_e35ny95xDerqhYRumTGswd4/edit?tab=t.0 Link to UDL		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Cohort D Slide Deck with feedback forms embedded https://docs.google.com/presentation/d/1cnXas4g6CKCxLT2B69-oXY_BktAKwpvQAmcYOdSgGfg/edit#slide=id.g12c560c1a0b_0_0		
1.8	**Expanded Learning Programming** Provide Expanded Learning Programs at all school sites. Prioritize registration for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), unhoused youth and students with special needs (SWD). Enrichment Programs Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs) Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten, Bridge to Middle School) After School Sports Program MESA Homework/Tutoring Centers	No	Ongoing Implementation		"Expanded Learning Programming Provide Expanded Learning Programs at all school sites. Prioritize registration for high-need students, including Foster Youth, English Learners, socioeconomically disadvantaged (SED), unhoused youth, and students with special needs (SWD).Inviting 3,958 (mckv, foster, migrant, SED and EL)	$9,958,761.53	$4,979,380.77

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	After School Intervention programs Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.) Monthly opportunities for professional development for Expanded Learning professionals on program implementation and research-based differentiation techniques aimed at optimizing student learning time in special education				Summer and Intersession Programs (i.e. Academic, Enrichment, Camps, VAPA programs, STEAM programs, Jazz and Mariachi programs). serving 2900 students. Summer bridge programs to support the transition to school (i.e. Bridge to Kindergarten: serving 180 students. Enrichment Programs: Lego Robotics, Culinary, Bollywood, media and digital arts, dance, theatre, coding, music, serving: 3,177 After-School Sports Program MESA Homework/Tutoring Centers: Sylvan Learning/Tutorw		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					orks serving 7 students After-School Intervention Programs: Springboard/SV EF (Gear up). Additional staff costs related to providing Expanded Learning Programs (i.e. custodial, CNS, administrative, health assistants, etc.). Monthly opportunities for professional development for Expanded Learning professionals on program implementation and research-based differentiation techniques aimed at optimizing student learning time in special education. Monthly 4-hour sessions (Anti Bullying, Mandated reporting,		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Working with Special Disability students, Trauma-informed, iReady tailored support, SEL Kimochis training, Digital citizenship)		
1.9	**Positive School Climate and Culture** Administrative oversight for the department of Mental Health and Social Emotional Learning (i.e. Director, Coodinator, Administrative Assistant) Counselor and intern support at all school sites. Prioritize services for high need students including Foster Youth, English Learners, socio-economically disadvantaged (SED), unhoused youth and students with special needs (SWD). Social Emotional learning support for students, families and staff (Tier 1 support) Alignment and implementation of SEL curriculum (Tier 1 support) Delivery and facilitation of professional development for staff Development and implementation of Crisis Response Plan and Team (Tier 1 support)	Yes	Ongoing Implementation	"ARUSD Wellness Centers Approximately 76 faculty members were supported with psychoeducational wellness presentations as well as opportunities to experience the wellness centers and 30 families have visited the respective wellness centers. As of January 2025, ARUSD students were able to benefit from Tier I support ranging from therapeutic support dogs, to wellness activities such as mindful creative expression and sensory soothing, psychoeducational classroom lessons, SEL Wellness Check-Ins and intentional instructional tours of how to utilize the regulation stations within the Wellness Centers. With the opening of the six Wellness Centers, there have been approximately 4,511	During the 2024/2025 school year, ARUSD student enrollment was approximately 7,333 students. As of January 2025, we have served & supported approximately 4,180 ARUSD students, which is 57% of the current ARUSD student population with counseling/guidance delivered by school counselors, school counselor interns, and/or the SEL Department. Of the 4,180 students that were served, approximately	$2,385,501.31	$977,564.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Implementation and alignment of restorative practices for students, families and staff (Tier 1 support)			visits to the respective centers. There have been a total of 1,220 students who received the intentional instructional tours of the regulation stations across the wellness centers and approximately 1,374 students have participated in the therapeutic support dog program, Paws to Share, either within the wellness center or through a scheduled classroom visit. Additionally, 2,272 students actively participated in weekly SEL check-ins through Sown to Grow, which resulted in 12 wellness follow ups directly thereafter based on concerning responses given by students. Lastly, 42 students have used wellness centers as a safe space to drop in and process or just be. Although the 3rd Quarter for this grant runs from October through December, launches took place at the end of November, prior to Thanksgiving break for both Adelante Dual Language Academy & Hubbard Media Arts Academy. During the month of December, students were able to	3,915 of the students, which is approximately 94% of students served, qualified as unduplicated through one or more of the following identifiers: Foster Youth, English Learners, Socioeconomic ally disadvantaged, McKinney Vento, and/or Students with Special Needs. SEL provided professional development to staff around the Wellness Center Implementation, Kimochis, Sown to Grow, Restorative Practices, Trauma-Informed Care, and Navigating Grief.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				benefit from Tier II small group support focused on the following Community Circles of Connectedness, Restorative Practices & Conversations, and Stress Management Strategies. Approximately 160 students were served across Adelante Dual Language Academy & Hubbard Media Arts Academy. Additionally, during the month of December, approximately 29 students were provided individual therapeutic support through 1:1 check-ins, crisis assessment, & emotional regulation sessions. CARE Team is still in the development phase at each of the Wellness Center Sites. The SEL department has hosted and will continue to host PD to prepare site teams to participate in the CARE Team process and meetings. CARE Teams should be launched by Spring 2025. "			
1.10	**Special Services for students** Provide a free and appropriate public education for each student with an individualized education	No	Ongoing Implementation	"SPED: Fully implemented Language 4E into our 4-5 Special Day Classes. Continued to offer professional		$34,989,125.00	$17,494,562.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	plan in the least restrictive environment available. Maintain the district-adopted ELA and math initiatives, including Sonday Reading System, Steps to Advance, Read Well, Language! Live, Read Well, Transmath, and Unique Learning System; moreover, include Language 4E into our 4-5 Special Day Classes Engage a Language!/Read Well/Transmath consultant to do monthly walkthroughs of classrooms in order to support and help with data collecting and analysis for the goal of implementing the program effectively. Professional development for Program Specialists to further support classroom curricula-Read Well, Language! Live, and TransMath Trainer of Trainer Monthly staff meetings for special education to go over compliance updates and provide chances for professional growth. Special education teachers in Preschool, TK, and Kinder participate in monthly training with the learning department to align practices with general education teachers across the district. Maintain a monthly Special Education newsletter and department website so that all employees are informed of the most recent professional development			development opportunities to support the implementation of our intervention curriculums including Sonday Reading System, Steps of Advance, Read Well, Language Live, TransMath, and Unique Learning system. Curriculum consultant contracted for 8 days throughout the 24/25 school year to assist with monitoring program implementation and professional development. Assigned mentoring support for our first and second year special education teachers. Each month, we have consistently distributed the newsletter to all employees, featuring the latest professional development opportunities, suggested behavior strategies, curriculum revisions, and compliance activities. Feedback from staff indicates that the newsletter is a valuable resource for staying informed and engaged with current practices. Additionally, the department website has been updated regularly, ensuring that all			

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	opportunities, suggested behavior strategies, curriculum revisions, and compliance activities. Monthly Professional Learning Communities with an emphasis on improving outcomes for students in special education by honing best practices in case management, instruction, formative assessment, and IEP creation for teachers in years one through three. Supervision by district and school administrators to guarantee that when placing students with disabilities outside of the general education program, IEP teams take the least restrictive environment (LRE) into account. Expand the availability of behavior specialists. To provide staff training and certification in Therapeutic Crisis Intervention (TCI), the district behavior specialist took part in Cornell University's TCI Certificate Program. Organize team meetings for behavior specialists every two weeks to exchange and coordinate best practices *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			information is easily accessible and user-friendly. This ongoing communication has fostered a greater sense of collaboration within our team and enhanced our collective ability to support students effectively. We will continue to monitor engagement and make adjustments as needed to maximize the impact of these resources. Monthly Professional Learning Communities (PLCs) are actively taking place and making a positive impact on improving outcomes for students in special education. Each session has focused on honing best practices in case management, instruction, formative assessment, and IEP creation specifically tailored for teachers in their first three years. A new LRE form and process have been successfully developed and rolled out. This streamlined approach provides clear guidelines for IEP teams, helping them document and justify decisions regarding student placements more effectively. "			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.11	**Supplemental Support for English Language Development** Provide professional development opportunities for teachers and administrators for English Language Development of ELD Standards/Framework/Roadmap/Designated and Integrated ELD, Differentiation strategies/state adopted programs/Practitioners Guide for Educating English Learners with Disabilities (i.e. substitute costs, service contracts, conferences, trainings, workshop fees, registration and travel costs) Provide professional development for special education teachers and service providers specific to supporting English Learners with disabilities including understanding and applying IEP processes for EL state assessments. Understanding and applying accommodations, designated supports and universal tools. Provide parent workshops on strategies to support their student's second language acquisition. Provide expanded language acquisition opportunities through clubs, workshops, intersession programs, etc. Targeted support for Long Term English Learners	Yes	Ongoing Implementation	Mid-year Outcome Data-ELD Professional Development has been offered to all sites. More than 100 teachers have participated in ELD PD. All sites have lead teachers that are available to lead CM practices PD at their site.		$50,738.00	$1,000.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	*This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)						
1.12	**Support for English Language Proficiency Assessment to provide designated EL support** Train, maintain and support a team of qualified ELPAC testers to work with all schools during the ELPAC testing window and interim assessments ELPAC testers collaborate with ELD Coordinator and other Academic Services administrators for testing coordination and other support Support testing administration requirements for all students classified as English learners particularly students with disabilities that are also identified as English learners (student test settings), schedule and test all English learners Maintain the necessary tools and materials to successfully and equitably administer the English language proficiency assessment for all students.	No	Ongoing Implementation	So far 17 ELPAC testers have been fully trained for Initial and Summative ELPAC. They are also working with site on interim assessments and will also work with Intervention Specialist to give them guidance on how students are performing on ELPAC interim assessments. Testers are being scheduled to go to sites and start testing EL students once the Summative testing Window opens. Testers receive a in person training as well as their Moodle training. In Moodle they must obtain a certification to be eligible to be a test examiner for our district. In person mandatory meetings with testers happen 2x a year, before Initial and before Summative. During summative window we		$220,464.00	$23,451.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				meet every 1st day of the week.			
1.13	**Biliteracy Pathway Opportunities** Provide opportunities for students to participate in biliteracy programs, develop their home language and/or meet criteria for biliteracy attainment Student assessment and learning platforms that support growth in biliteracy Costs related to professional development, program and curriculum planning (i.e. workshops and conferences)	Yes	Ongoing Implementation	So far 17 ELPAC testers have been fully trained for Initial and Summative ELPAC. They are also working with site on interim assessments and will also work with Intervention Specialist to give them guidance on how students are performing on ELPAC interim assessments. Testers are being scheduled to go to sites and start testing EL students once the Summative testing Window opens. Testers receive a in person training as well as their Moodle training. In Moodle they must obtain a certification to be eligible to be a test examiner for our district. In person mandatory meetings with testers happen 2x a year, before Initial and before Summative. During summative window we meet every 1st day of the week.		$82,924.00	$14,818.00
1.14	**Support Services for Students** All school sites receive services that provide an extra layer of support with student health needs, improving the rate of chronic absenteeism, safe transportation of students and ensuring instructional	Yes	Ongoing Implementation	Each school has 1 health aide assistant There are 3 District Registered Nurses and 1 Specialized Health Assistant to assist with specialized procedures	School office assistants and community liaisons are part of the Attendance Teams at each	$6,130,973.01	$2,680,508.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	materials to all students. These additional services allow our FY, EL and SED students extra support during the school day with specialized supports. Provide additional health support to schools (i.e., LVNs, RNs, contracted nursing agencies) Additional extended hours will be provided to support the special health needs of students, special events and programs School office assistants at every site provide support with improving rate of chronic absenteeism Maintain additional bus driver positions to support district-wide programs (i.e., field trips, extended learning programs, parent trainings, bus monitoring and tracking software) Transportation services including bus monitors to support student safety during transportation of students with disabilities (SPED) Library Technician- centralized support Additional custodial support *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			such as but not limited to glucose monitoring, trach care, mandatory vision and hearing tests for specific grade levels. We contract with two health organizations to provide support for students with complex health needs (seizures for example) during the school day and after-school hours	school. They work with the principal and other staff to call parents, set up appointments, complete home visits and plan next steps to decrease chronic absenteeism. Attendance Teams meet every month. The District also has a Differentiated Assistance Team focused on decreasing Chronic Absenteeism by analyzing data, meeting to plan next steps in support of the Attendance Teams at each school.		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.15	**Maintaining a Safe School Environment** Resources, materials and services that promote and maintain a phycially safe school environment for all (i.e. security cameras and monitoring at school sites, VAPE detectors, safety flags, campus patrol, AED service and vandalism remediation)	No	Ongoing Implementation	During the 2024/2025 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)		$256,740.00	$102,462.00
1.16	**Routine Restricted Maintenance Repair** Maintenance and repair for school and district facilities (i.e., materials, supplies, services, maintenance)	No	Ongoing Implementation	During the 2024/2025 school year, 100% of schools had an overall rating of "Good" on the Facility Inspection Tool (FIT)		$4,944,016.25	$2,472,008.13
1.17	**Core Program Support** General fund allocation to provide the conditions of learning that support quality programming for all students in our district including Core subject areas and ELD programming.	No	Ongoing Implementation	As of January 31st 92.2% of teachers were "appropriately assigned"		$68,957,125.27	$34,478,562.64

Goal 2

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	SBAC results for 3rd grade students	According to the Spring 2023 SBAC data, the following are the overall student results for 3rd grade ELA: 21.73% of 3rd grade students met or Exceeded Standard for SBAC ELA			According to the Spring 2024 SBAC data, the following are the overall student results for 3rd grade ELA: 25.62% of 3rd grade students met or exceeded standard for SBAC ELA, an increase of 3.89% of students meeting or exceeding standard. We are on track to meet or exceed the goal of 26.73% by Spring of 2026.	Based on Spring 2026 SBAC data, ARUSD will see the following growth in overall student results for 3rd grade ELA: a 5% increase (26.73 %) in students meeting/exceeding grade level standards in 3rd grade SBAC ELA
2.2	Student Panorama Survey	On the Spring 2024 Panorama Survey, 79% of 3rd grade students responded favorably to "Climate of Support for Academic Learning"			Spring 2025 Panorama Survey will be given in March 2025	By Spring 2027, 83% or higher of 3rd grade students will respond favorably to "Climate of Support for Academic Learning" on the Spring Panorama Survey
2.3	Tiered Services Satisfaction Survey data	Staff will collaborate on the development of the Tiered Services Satisfaction Survey for students, parents, and staff. Baseline will be established in the 2024/2025 school year			Survey to be given in May 2025	By June 2027, 75% of respondents will respond favorably to the Tiered Services Satisfaction Survey.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	ELPAC growth	Baseline for Newcomers will be established in 24/25 school year			Based on the number of students who took Initial ELPAC, 8% were IFEP, 9% are at Intermediate Level and 83% are at novice Level. Total number of students who have taken the Initial ELPAC up to date is 369	Based on the 2026 ELPAC results, 60% of Newcomers will grow 1 band or more on the ELPAC
2.5	SBAC results	According to the Spring 2023 SBAC data, the following are the overall student results for: Homeless Students: ELA: 8.25% met or exceeded Math: 3.9% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 5.97% met or exceeded Math: 7.59% met or exceeded Socioeconomically Disadvantaged Youth: ELA: 20.86% met or exceeded Math: 15.47% met or exceeded Students with Special Needs: ELA: 15.75% met or exceeded Math: 12.26% met or exceeded			According to the Spring 2024 SBAC data, the following are the overall student results for: Homeless Students: ELA: 11.54% met or exceeded Math: 5.41% met or exceeded Foster Youth: no data available due to size of group English Learners: ELA: 6.31% met or exceeded Math: 7.55% met or exceeded Socioeconomically Disadvantaged Youth: ELA: 23.49% met or exceeded Math: 16.7% met or exceeded Students with Special Needs: ELA: 5.17% met or exceeded	Based on Spring 2026 SBAC results, ARUSD will see the following growth in overall student results for: Homeless Students: ELA: 25% meet/exceed Math: 20% meet/exceed Foster Youth: ELA: 25% meet/exceed Math: 20% meet/exceed English Learners: ELA: 20% meet/exceed Math: 25% meet/exceed Socioeconomically Disadvantaged Youth: ELA: 35% meet/exceed Math: 30% meet/exceed Students with Special Needs:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Math: 6.59% met or exceeded	ELA: 30% meet/exceed Math: 30% meet/exceed
2.6	iReady results	This is a new assessment platform. Baseline will be established in Fall 2024 for Homeless Students, Foster Youth, English Learners, Socioeconomically Disadvantaged Youth and Students with Special Needs.			Reading: In August of 2024, 16% of students met or exceeded standard in Reading on the i-Ready Diagnostic. By Winter of 2024, 24% of students met or exceeded standard in Reading on the i-Ready Diagnostic. Students showed an 8% growth of meeting or exceeding standard. The median typical growth on the winter 2024/25 diagnostic was at 54% and 40% of all ARUSD students met 40% or more of their stretch growth goal by mid year. Mathematics: In August of 2024, 8% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic. By Winter of 2024, 17% of students met or exceeded standard in Mathematics on the i-Ready Diagnostic.	By June 2027, 60% of all K-8th students are meeting their stretch growth goals in i-Ready ELA and i-Ready Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					Students showed an 9% growth of meeting or exceeding standard between fall and winter. The median typical growth on the winter 2024/25 diagnostic was at 56% and 44% of all ARUSD students met 40% or more of their stretch growth goal by mid year.	
2.7	Dashboard Data on Chronic Absenteeism	According to the 2023 California Dashboard, 22.5% 1,721/7,650 of students overall are chronically absent. Homeless students: 42% Foster Youth: 22% English Learners: 22% Socioeconomically Disadvantaged Youth: 24% Students with Disabilities: 31% Hispanic/Latino: 24% Pacific Islander: 37% African American: 32%			According to the CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023. Unhoused students: 43.6% Foster Youth: 52% English Learners: 23.6% Socioeconomically Disadvantaged Youth: 26.9% Students with Disabilities: 33.5% Hispanic/Latino: 26.9% Pacific Islander: 39.1% African American: 27.1%	According to the 2026 California Dashboard, the number of chronically absent students overall will decrease to 13% Homeless students: 29% Foster Students: 9% English Learners: 9% Socioeconomically Disadvantaged Youth: 11% Students with Disabilities: 18% Hispanic/Latino: 11% Pacific Islander: 24% African American: 19%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.8	SST Process and Documentation	During the 2023/2024 school year, 15% of students had an IEP			January 2025, 17% of students have an IEP.	By June 2027, the number of students with an IEP will drop to 12% or less districtwide
2.9	Parent Panorama Data	On the 2023/2024 Spring survey, the favorability rate for all parents was: Sense of Belonging-96% *Staff takes my concerns seriously - 94% *School staff responds to my child's needs-95% *My child's background is valued at this school-97%			Spring 2025 Panorama Survey will be given in March 2025	By Spring 2027, the favorability rate for all parents will show the following improvement: Sense of Belonging-97% *Staff takes my concerns seriously - 95% *School staff responds to my child's needs-96% *My child's background is valued at this school-98%
2.10	Professional Development	For the 2023/2024 school year, 53% of staff surveyed responded favorably that professional development supported their understanding of and work with tiered systems of support			In the mid-year staff survey, 43% of respondents viewed this year's professional development favorably, while an additional 30% were neutral.	By June 2027, 70% of participants will respond that the specific professional development supported their understanding of and work with tiered systems of support
2.11	Participation rates for ELs and FY in ASES and summer programs	Based on June 2024 enrollment records, 21% of FY students attended summer school/enrichment programs 28% of EL students attended summer			Based on December enrollment records the following percentage of students attended summer school/enrichment programs: Foster Youth - 19%	Based on June 2027 enrollment records, 30% of FY students will attend summer school/enrichment programs 35% of EL students will attend summer

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		school/enrichment programs			English Learners - 24%	school/enrichment programs

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	**UPK (expanded PK -3) Program** Establish systems for early intervention and prevention with screening and referrals Create inclusive PK - 3 general education classroom environments in coordination with departments and other agencies.	No	Ongoing Implementation		ASQ screening in partnership with Somos Mayfair - Development of Early Learning MTSS Behavior Support Process November 8 - Collaborative walkthrough with state & federal and SCCOE to Early Learning ELOP programs Monthly newsletters and cohesive MTSS website to support a clear vision for PK-3rd inclusive classroom environment	$30,000.00	$15,000.00
2.2	**Positive School Culture, small group and individual support**	No	Ongoing Implementation	ARUSD Wellness Centers Approximately		$5,210,121.00	$2,605,060.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Social Emotional learning support for students, families and staff (Tier 1, 2, 3 support) Alignment and implementation of SEL curriculum (Tier 1, 2, 3 support) Development and implementation of Crisis Response Plan and Team (Tier 1, 2, 3 support) Implementation and alignment of restorative practices for students, families and staff (Tier 1, 2, 3 support) Small group and individual support for students, families and staff (Tier 2, 3 support) prioritizing Foster Youth, Homeless Youth, English Language Learners and Students with Special Needs. Develop, implement and monitor Wellness Centers and Community Schools (Tier 1, 2, 3 support) Develop CARE (Coordinating Accessible Resources for Emotional wellness) Team to ensure students, families and staff are connected with appropriately leveled services to support wellness from a holistic perspective (Tier 2, 3 support) prioritizing Foster Youth, Homeless, English Language Learners, Students with Special Needs and Socioeconomically disadvantaged students. Provide ongoing professional development for teachers,			76 faculty members were supported with psychoeducational wellness presentations as well as opportunities to experience the wellness centers and 30 families have visited the respective wellness centers. As of January 2025, ARUSD students were able to benefit from Tier I support ranging from therapeutic support dogs, to wellness activities such as mindful creative expression and sensory soothing, psychoeducational classroom lessons, SEL Wellness Check-Ins and intentional instructional tours of how to utilize the regulation stations within the Wellness Centers. With the opening of the six Wellness Centers, there have been approximately 4,511 visits to the respective centers. There have been a total of 1,220 students who received the intentional instructional tours of the regulation stations across the wellness centers and approximately 1,374 students have participated in the therapeutic support dog program, Paws to Share, either within the wellness			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	administrators and support staff to build and deepen understanding of the tiered systems of support in their classrooms. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			center or through a scheduled classroom visit. Additionally, 2,272 students actively participated in weekly SEL check-ins through Sown to Grow, which resulted in 12 wellness follow ups directly thereafter based on concerning responses given by students. Lastly, 42 students have used wellness centers as a safe space to drop in and process or just be. Although the 3rd Quarter for this grant runs from October through December, launches took place at the end of November, prior to Thanksgiving break for both Adelante Dual Language Academy & Hubbard Media Arts Academy. During the month of December, students were able to benefit from Tier II small group support focused on the following Community Circles of Connectedness, Restorative Practices & Conversations, and Stress Management Strategies. Approximately 160 students were served across Adelante Dual Language Academy & Hubbard Media Arts			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				Academy. Additionally, during the month of December, approximately 29 students were provided individual therapeutic support through 1:1 check-ins, crisis assessment, & emotional regulation sessions. CARE Team is still in the development phase at each of the Wellness Center Sites. The SEL department has hosted and will continue to host PD to prepare site teams to participate in the CARE Team process and meetings. CARE Teams should be launched by Spring 2025. During the 2024/2025 school year, ARUSD student enrollment was approximately 7,333 students. As of January 2025, we have served & supported approximately 4,180 ARUSD students, which is 57% of the current ARUSD student population with counseling/guidance delivered by school counselors, school counselor interns, and/or the SEL Department. Of the 4,180 students that were served, approximately 3,915 of the students, which is			

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				approximately 94% of students served, qualified as unduplicated through one or more of the following identifiers: Foster Youth, English Learners, Socioeconomically disadvantaged, McKinney Vento, and/or Students with Special Needs.			
2.3	**Expanded Support for Long-Term English Learners & Newcomers** Supplemental materials, related professional development to support LTELs and Newcomers Intervention support for LTELs at targeted grade levels to support the reclassification process Provide interventions specific to Newcomers Provide summer English Language Development program for LTELs and Newcomers focused on listening, speaking, reading and writing. Train classroom teachers on the reclassification process for Long Term English Learners who are also students with disabilities. Develop an intake process to best support Newcomers during their transition to school	No	Ongoing Implementation	Professional Development has been made available for site to Support Long-term English Learners & Newcomers and LTELs Supplemental materials has been provided for site who have requested it. Intervention Specialists are providing support for LTELs at targeted grade levels to support the reclassification process Intervention Specialists are Providing interventions specific to Newcomers, TOSA is also assigned to provide targeted support to Newcomers Case managers for Students with Disabilities have been trained on the reclassification process for Long Term English Learners who are	Students are being monitored through iReady and adjusting intervention during the school year.	$578,038.91	$299,282.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	TOSA to provide targeted support to Newcomers *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			also students with disabilities. Work needs to be done to Develop an intake process to best support Newcomers during their transition to school Provide summer English Language Development program for LTELs and Newcomers focused on listening, speaking, reading and writing.			
2.4	**Supplemental services and intervention for designated student populations** Administrative staff at District office supports programs for students and their families from designated student groups (i.e. McKinney Vento Families, Foster Youth, Migrant Students) Counseling support and case management for Foster and McKinney Vento students SLS Supervisors at four quadrants to provide support to our designated student populations Priority registration to expanded learning programs, intersession programs, student enrichment programs, tutoring services.	Yes	Ongoing Implementation	During the 2024/2025 school year, ARUSD student enrollment was approximately 7,333 students. As of January 2025, we have served & supported approximately 4,180 ARUSD students, which is 57% of the current ARUSD student population with counseling/guidance delivered by school counselors, school counselor interns, and/or the SEL Department. Of the 4,180 students that were served, approximately 3,915 of the students, which is approximately 94% of students served, qualified as unduplicated through one or more of the following identifiers:	n collaboration with State & Federal department, Students services work with students who are identified as McKinney Vento, Foster Youth, and Migrant Ed, and link services to them such as counseling, tutoring, social services, etc. Ongoing SST training was provided to administrators, teachers, SPED staff.	$1,127,858.81	$484,637.88

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs related to tutoring, interventions, service contracts, materials and supplies Support with additional resources (i.e. school supplies, backpacks, uniforms, transportation passes, mentoring, gift cards, etc.) Dedicated counselor or partner agencies to provide case management and additional counseling services, based on need. Mentoring program to develop positive relationships that will foster school engagment Data platform to keep track of unduplicated student count (Sytech) Improve and solidify our SST process and handbook with Academic Services, State and Federal, and Student Services. Provide SST Process training sessions for school psychologists, instructors, and administrators. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			Foster Youth, English Learners, Socioeconomically disadvantaged, McKinney Vento, and/or Students with Special Needs.	SST Process: We regularly update school psychologists and special education teachers through monthly newsletters to ensure that they receive the latest information and resources related to the SST process. We continue to use mandatory meetings to facilitate in-depth discussions and training sessions. These meetings will provide opportunities for questions, sharing best practices, and collaborating on strategies to support students effectively. Additionally, we work closely with academic and student services to support the implementation		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					of the SST system.		
2.7							

Goal 3

Goal Description
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.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Parent Workshops Pre/Post Survey Data	Baseline will be established in the 2024/2025 school year			Surveys will be available in May 2025	By June 2027, 70% of participants will report that the workshop is relevant to supporting their child's wellbeing and/or success in school
3.2	Parent University Participation rates	During the 2023/2024 school year the Parent University Participation Rates were the following: Fall 2023: 598 participants Spring 2024: 556 participants **Baseline will be established for the specific student groups in the 2024/2025 school year** *Parents of English Learners *Parents of Foster Youth *Parents of SED students *Parents of Black/African American students *Parents of African American students			Parent University Attendees (by semester & year): Fall 2022: 400 Spring 2023: 700 Fall 2023: 598 Spring 2024: 556 Fall 2024: 430 Parent Participation by subgroup (Fall 2024) - not taken Note: Student subgroups/baseline date will be determined on the Spring 2025 Parent University	By June 2027, there will be a 5% increase in parent participation at Parent University Fall 2026: 628 participants Spring 2027: 584 participants 5% increase in parent participation for each of the following student groups at Parent University: *Parents of English Learners *Parents of Foster Youth *Parents of SED students *Parents of Black/African American students *Parents of African American students *Parents of Pacific Islander students

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		*Parents of Pacific Islander students *Parents of Homeless Youth *Parents of Students with Disabilities *Parents of Hispanic/Latino				*Parents of Homeless Youth *Parents of Students with Disabilities *Parents of Hispanic/Latino
3.3	Parent Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for all parents: Sense of Belonging - 96%. *Black/African American parents - 85% Safety- 92% *Black/African American parents - 87%			The Spring Panorama Survey will be given in March/April 2025.	By Spring 2027, the favorability rate will increase for all parents: Sense of Belonging - 97% *Black/African American parents - 90% Safety- 93% *Black/African American parents - 90%
3.4	Student Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for: "Sense of Belonging" Elementary students is 74% Middle School students is 59% "Safety" Elementary students is 63% Middle School students is 62% "Caring Adult on Campus"			The Spring Panorama Survey will be given in March/April 2025.	By Spring 2027, the favorability rate will improve 5% or more for: "Sense of Belonging" Elementary students is 85% Middle School students is 70% "Safety" Elementary students is 70% Middle School students is 70% "Caring Adult on Campus"

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Elementary 89% favorability Middle School 80% favorability "Ability to Express Feelings" Elementary 50% favorability Middle School 39% favorability				Elementary 93% favorability Middle School 84% favorability "Ability to Express Feelings" Elementary 52.5% favorability Middle School 41% favorability
3.5	Staff Panorama Survey	On the 2023/2024 Spring survey, the favorability rate for Sense of Belonging is 83%			The Spring Panorama Survey will be given in March/April 2025.	By Spring 2027, 90% favorability rate for Sense of Belonging on end of year survey for staff
3.6	Wellness Center pre/post check-in/check-out assessment	Assessment will be rolled out in 24/25 SY and baseline established			ARUSD Wellness Centers Approximately 76 faculty members were supported with psychoeducational wellness presentations as well as opportunities to experience the wellness centers and 30 families have visited the respective wellness centers. As of January 2025, ARUSD students were able to benefit from Tier I support ranging from therapeutic support dogs, to wellness activities such as mindful creative expression and sensory soothing, psychoeducational classroom lessons, SEL Wellness Check-Ins and intentional instructional tours of	By June 2027, we will maintain a 50% favorability rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					how to utilize the regulation stations within the Wellness Centers. With the opening of the six Wellness Centers, there have been approximately 4,511 visits to the respective centers. There have been a total of 1,220 students who received the intentional instructional tours of the regulation stations across the wellness centers and approximately 1,374 students have participated in the therapeutic support dog program, Paws to Share, either within the wellness center or through a scheduled classroom visit. Additionally, 2,272 students actively participated in weekly SEL check-ins through Sown to Grow, which resulted in 12 wellness follow ups directly thereafter based on concerning responses given by students. Lastly, 42 students have used wellness centers as a safe space to drop in and process or just be. Although the 3rd Quarter for this grant runs from October through December, launches took place at	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					the end of November, prior to Thanksgiving break for both Adelante Dual Language Academy & Hubbard Media Arts Academy. During the month of December, students were able to benefit from Tier II small group support focused on the following Community Circles of Connectedness, Restorative Practices & Conversations, and Stress Management Strategies. Approximately 160 students were served across Adelante Dual Language Academy & Hubbard Media Arts Academy. Additionally, during the month of December, approximately 29 students were provided individual therapeutic support through 1:1 check-ins, crisis assessment, & emotional regulation sessions.	
3.7	VAPA Pre/Post Student Survey (4th - 8th grade)	Based on the Spring 2024 VAPA survey, the data for this metric is as follows: • 86.6% of students responded that they			New baseline for 2024/2025 School Year: 903 Students were surveyed.	Based on the Spring 2027 VAPA survey results, favorability rates for each question will increase by 5% of the new baseline score

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		always or almost always enjoy their arts programs. • 71% of students responded that art programs always or almost always help build their self confidence. • 76.8% of students responded that their art programs always or almost always help them build positive relationships with peers. • 73.2% of students responded that their art programs always or almost always help them stay more positive during the school day This survey will be revised in the 2024/2025 school year and new baseline established. Results will be disaggregated for SED and EL students.			76.6% of students surveyed agreed or strongly agreed with the following statement: "I feel happy when I am in music class." 53% of students surveyed agreed or strongly agreed with the following statement: "Music helps me express the feelings I don't have words for." 68.4% of students surveyed agreed or strongly agreed with the following statement: "Music class is a place where I can feel accepted and be myself." 62.5% of students surveyed agreed or strongly agreed with the following statement: "Music class helps me learn how to get along better with others."	
3.8	Daily Attendance Records	For the 2023/2024 school year, the daily			For the mid 2024-25 school year, the daily	By June 2027, ARUSD will increase the Daily

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		attendance percentage is 95.95% according to attendance records in E-School			attendance percentage is 95.69% according to attendance data in e-School	Attendance Rate by 1% (96.95%) according to attendance records in E-School
3.9	Middle School Dropout Rate	During the 2023/2024 school year, we had a middle school dropout rate of <1%			During the 2024/2025 school year, we had a middle school dropout rate of <1%	By June 2027, ARUSD will report a <1% Middle School Dropout rate
3.10	Local Indicator 3- Parent Involvement (Building Relationships)	On the 2024 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" was 3			Parent self assessment tool will be given in Spring 2025.	On the 2027 self assessment tool for Local Indicator 3, the average rating for "multiple opportunities for two-way communication" will be 4
3.11	Local Indicator 3- Parent Involvement (Seeking Input for Decision Making)	On the 2024 self assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" was 3			Parent self assessment tool will be given in Spring 2025.	On the 2024 self assessment tool for Local Indicator 3, the average rating for "building capacity and supporting family members to engage in advisory groups and decision-making" will be 4

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	**Parent/Community Engagement** Parent engagement and community involvement activities (i.e. Cesar Chavez Day event, districtwide, site specific and community events) Parent Jubilee to celebrate parent volunteers across the district	Yes	Ongoing Implementation		Student Services Fall Parent University offered a variety of workshops and training such as but not limited social	$346,732.56	$117,926.50

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Engage and train parents as volunteers to support schools Targeted outreach to parents of designated student populations (i.e. Foster Youth, McKinney Vento, Migrant Education) Annual Sports Tournaments that build community (i.e., March Madness, Copita) Ensure that all parents are included in the IEP team and that they understand their responsibility in deciding on the student's academic objectives, special education services, and least restrictive environment (LRE)				emotional learning, academic programs and support, college prep, early childhood education. March Madness is scheduled in early March. Copita is scheduled at the end of March. Outreach to FY, McKinney-Vento, Migrant Ed population were completed during: Beginning of school year (uniforms, school supplies, other items to support students to begin the year) October 2024 new shoes distribution November 2024 food, hygiene items, and supplies and materials for the winter months December 2024 holiday gifts and hygiene items		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	**Parent University** District-wide parent learning opportunities to support student well being, positive behavior and academic success (i.e. single workshops, series of workshops and two annual culminating events) coordinated by administrators, community liaisons, SLS coordinators SELPA. Costs related to parent workshops through community agencies and/or service providers Costs of marketing, staffing, food, materials and supplies for workshops and events Expand to incorporate a student strand to allow for family learning Provide information on parent workshops offered through SELPA. Parent education related to Special Services (i.e. parent rights, transportation, FAPE, interpretation services)	Yes	Ongoing Implementation		Fall Parent University offered a variety of workshops and training such as but not limited social emotional learning, academic programs and support, college prep, early childhood education. The special education department works in collaboration with the Southeast Santa Clara County SELPA to inform parents of SELPA sponsored events such as the parent parent presentations offered through the Community Advisory Committee.	$60,000.00	$20,801.56
3.3	**Community and Family Outreach and Support**	Yes	Ongoing Implementation	All Community Liaisons support parents through		$1,604,317.73	$671,153.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Costs related to community liaisons (one per school site). Community Liasion priority areas include: increasing parent involvement and engagement, supporting with translation and interpretation, working towards mitigation of chronic absenteeism. Cost of extended hours (i.e for recruitment purposes to increase enrollment, home visits, and support at districtwide events). Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences) Community Liaisons will work in coordination with Principals and SLS supervisors to offer workshops related to the needs of the school. Provide promotional marketing materials to be used during outreach activities to increase district enrollment *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			a variety of activities such as but not limited to parent cafecitos with the Principal, community food distribution, home visits, translation and interpretation, community outreach and recruitment.			
3.4	**Building Capacity for Parent Leaders**	Yes	Ongoing Implementation		School Linked Services staff have offered	$18,000.00	$1,453.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Leadership trainings, workshops, conferences for advisory groups and other interested parents Monthly SPARC meetings with designated school representatives to discuss various topics with the Superintendent Parent governance and advisory support (i.e.,committee training-DAC, DELAC, SSC, ELAC). Ensure that one of the members District Advisory Committee members is a parent of a Special Education student.				various parent engagement workshops to date such as but not limited to Know Your Rights, How to Talk with Kids about the News, Youth Development through Golf Course program and Bullying Prevention for Parents. Parent governance and advisory support have been established for the 2024-2025 school year. Monthly meetings are held in person and via Zoom.		
3.5	**Diversity, Identity and Cultural Responsiveness** In order to create awareness and appreciation of the diversity in our school communities, we will develop a comprehensive plan that will provide opportunities for staff, students and families to engage in meaningful ways including: Deepening board resolutions around cultural awareness	No	Ongoing Implementation	DEI Coordinator holds monthly 2 hour meetings with the Celebrating Alum Rock's Diversity Squad (CARDS) members (17 teachers) where plans are made for celebrating diversity around the district and community. The team co-designed instructional toolkits full of vetted lesson plans and	CARDS monthly meeting slide deck with links to agendas and feedback forms Link to Ruby Bridges Day Board Resolution https://docs.google.com/document/d/1YFfpIlcn	$0.00	$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Building diverse book lists for classroom libraries Developing activities, lesson plans and recognition that celebrates and centers our diverse community *Funding for this action is allocated in Goal 1.7 *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			resources to celebrate Ruby Bridges Day on November 14th, Black History Month (February) and Lunar New Year (January-February). Ruby Bridges Day was celebrated district-wide with the Walk to School event being honored at each site- accompanied by drawstring bags of Ruby Bridges swag for every student as well as banners, posters and books for every school site. This team also has created a very large Diverse Book List spreadsheet to choose titles from and send out to every single classroom to accompany the Heritage and Diversity Monthly celebrations we have Board Resolutions for along with the instructional toolkits.	ADneyYT46hsJ2PH8o5Y0QWA1/edit#heading=h.1fob9te Link to Ruby Bridges Day Instructional Toolkit https://docs.google.com/document/d/1x41_yxe6xvwUaddDaivaxFG50lCDXFDD6YlyQEaeOhA/edit?tab=t.0 Link to Ruby Bridges Day site implementation plans and schedule https://docs.google.com/document/d/18ZIdsxeDD4Wc10rkUFAPAnBeURxcFoQvVdAkRBoX72Y/edit?tab=t.0 Link to Ruby Bridges Day photo album https://photos.app.goo.gl/UMqvrCnFXpNYtmbD6 Link to Black History Month Board Resolution		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Link to Black History Month flyer sent out to the district https://drive.google.com/file/d/1L75PEnzlONmS-fWZCuMMEJsnjlv2pW3i/view?usp=sharing Link to Black History Month Instructional Toolkit https://docs.google.com/document/d/1N5xsboJoWdrfki5sgnL-EnidXkvqacMhQuciF4vDoaA/edit?tab=t.0 Link to Lunar New Year Board resolution Link to Lunar New Year Instructional Toolkit https://docs.google.com/document/d/1K1FfunWbLvu2K_8t7lzWGYSilvJK35a2jperYJ3BX2I/edit?tab=t.0 Link to Lunar New Year flyer sent out to		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					District https://drive.google.com/file/d/1B5MuSNri28SkGmoB4pdKi2CtwB2mf35o/view?usp=sharing Link to Diverse Classroom Library book list for classroom library purchases to accompany Board Resolution celebratory months and days https://docs.google.com/spreadsheets/d/1AC8D7kB5Kmr3CcNFW6QPHJ3yjo6gcFYaRX5su2sY34o/edit?gid=959493819#gid=959493819		
3.6	**UPK (expanded PK -3) Program** Enhance family and student engagement through the use of school/home connections (programming and materials) Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading	No	Ongoing Implementation		Parent University Support - early learning track with support from community agencies and coordination of childcare services with Kidango	$30,700.00	$15,350.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Partners, Raising a Reader, Always Dream, etc.) Design successful transitions for families and students entering our district (i.e. recruitment, orientations, continued onboarding and support)				Always Dream (language and literacy family engagement) at LUCHA, Hubbard, Chavez & Aptitud Transition Family meetings with preschools		
3.7	**Positive School Climate and Culture** Foster an inclusive school environment to increase sense of belonging, sense of safety via the implementation of an anti bullying framework and tiered interventions. Develop positive engagement opportunities such as peer support and cross-age mentoring to increase sense of belonging and sense of connectedness All schools will be supported in developing positive engagement strategies/supports to improve school climate on campus, reduce suspensions and increase student attendance. (i.e. PBIS) Workshops will be planned and facilitated for staff, students and parents to implement and support positive engagement strategies at our district schools. (i.e. Project Cornerstone)	Yes	Ongoing Implementation	1. Schools and families have access to Bullying Prevention information and resources on the district webpage, which is in all three languages: English, Spanish, and Vietnamese. 2. School leaders and their staff have ongoing school presentations on bullying prevention and activities that promote a positive culture and climate. 3. Schools implement PBIS and/or restorative practices to decrease suspensions and support attendance. 4. Implementation of Wellness Centers and Community Schools 5. Implementation of Student Advisory Committee (Wyatt) 6. The Differentiated Assistance Team meets periodically to review	Student Advisory Committee Google Classroom https://classroom.google.com/c/NzI2MDg5OTkwNDky Student Advisory Committee landing page with links to all meeting agendas and slide decks, a spreadsheet of members, permission slips, etc. https://docs.google.com/document/d/1C_zHjniC6TMCM3LNdoxEq2CSn2MTnI9-twGjvA_OnWM/	$153,100.00	$123,641.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Collaborate with the Student Advisory Committee to serve as ambassadors for the development of the School Wellness Advisory Youth (SWAY) Extend partnerships to leverage educational, health and wellness opportunities for families (i.e. Family Resource Centers, Reading Partners, Raising a Reader, Always Dream, etc.) Attendance software to monitor and case manage student chronic absenteeism (i.e., Attention to Attendance, etc.) Regular data analysis using A2A Suite to track progress for students who are chronically absent and those who may possibly become chronically absent to identify issues early and provide support using system developed through Differentiated Assistance. Conduct regular site team meetings that monitor student attendance to prevent chronic absenteeism, middle school dropout and intervene when needed. Parent, staff and student climate surveys to maximize engagement strategies Parent workshops on the impact of chronic absenteeism on student success Implement attendance incentives			Chronic Absenteeism data, progress, and next steps 7. Schools have established Attendance Teams that meet monthly to review attendance and absenteeism data and plan next steps for truant and chronically absent students. Community Liaisons complete home visits. Site leaders meet with parents early to prevent truancy/chronic absenteeism. 8. School Linked Services staff have offered various parent engagement workshops to date such as but not limited to Know Your Rights, How to Talk with Kids about the News, Youth Development through Golf Course program and Bullying Prevention for Parents	edit?tab=t.0 Link to photo album: https://photos.app.goo.gl/7H13GFvBeNGEqc1o6 ---------- ---------- ---------- ---------- ---------- ---------- Wellness Center Implementation, ARUSD Wellness Centers Approximately 76 faculty members were supported with psychoeducational wellness presentations as well as opportunities to experience the wellness centers and 30 families have visited the respective wellness centers. As of January 2025, ARUSD students were able to benefit from Tier I support ranging		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Increased monitoring and support for student groups with a "red" performance level on the California Dashboard including Black/African American, English Learners, Hispanic/Latino, Homeless, SED and SWD students and the following schools: Adelante, Adelante II, Aptitud, Chavez, Cureton, Dorsa, George, Hubbard, Linda Vista, LUCHA, Lyndale, McCollam, Meyer, Ocala, Renaissance at Fischer, Renaissance at Mathson, Russo, Ryan, San Antonio and Sheppard. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)				from therapeutic support dogs to wellness activities such as mindful creative expression and sensory soothing, psychoeducational classroom lessons, SEL Wellness Check-Ins, and intentional instructional tours of how to utilize the regulation stations within the Wellness Centers. With the opening of the six Wellness Centers, there have been approximately 4,511 visits to the respective centers. There have been a total of 1,220 students who received the intentional instructional tours of the regulation stations across the wellness centers and approximately 1,374 students		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					have participated in the therapeutic support dog program, Paws to Share, either within the wellness center or through a scheduled classroom visit. Additionally, 2,272 students actively participated in weekly SEL check-ins through Sown to Grow, which resulted in 12 wellness follow-ups directly thereafter based on concerning responses given by students. Lastly, 42 students have used wellness centers as a safe space to drop in and process or just be. Although the 3rd Quarter for this grant runs from October through December, launches took place at the end of November, prior to		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					Thanksgiving break for both Adelante Dual Language Academy & Hubbard Media Arts Academy. During the month of December, students were able to benefit from Tier II small group support focused on the following Community Circles of Connectedness, Restorative Practices & Conversations, and Stress Management Strategies. Approximately 160 students were served across Adelante Dual Language Academy & Hubbard Media Arts Academy. Additionally, during the month of December, approximately 29 students were provided individual therapeutic support through		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					1:1 check-ins, crisis assessment, & emotional regulation sessions. Community School Implementation, ARUSD Community School Implementation is currently in the early stages. The SEL Department has a developed job title & job description for the Community School Site Specialist position that will be presented to the Executive Cabinet, negotiated with Bargaining Units for potential representation, and the Board for approval in Spring of 2025,		
3.8	**Student Showcases and cultural celebrations** Highlight student learning and involve families through student showcases and cultural celebrations which include but not	Yes	Ongoing Implementation		STEAM at Ryan Elementary held a Hispanic Heritage Month Showcase on October 18th for	$43,500.00	$19,650.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	limited to STEAM showcase, District Spelling Bee, Literacy and Math Nights, Science Fair, Earth Day events, etc.				2 hours where every classroom performed. There were songs in both English and Spanish, with some performances having the students wear traditional cultural clothing, art projects made by the students decorating the periphery of the performance space, and a Portuguese solo performance by a 4th-grade student wearing traditional cultural clothing. The entire showcase was emceed by 2 students in English and Spanish. Many families were iin attendance. Link to the photo album: https://photos.app.goo.gl/keL1PKx7SU1Qtn1N6 Russo/McEntee hosted an Earth Day STEAM		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					night where students and the community got to engage in gardening demonstrations, student showcases of projects, and highlighting environmental education happening at the school site. In December, we also hosted a VAPA showcase where Joseph George, Cureton, Lyndale, and Linda Vista Elementary Schools, along with the district Mariachi group, all had student performances showcasing the visual and performing arts programs at the school and displayed student artwork to celebrate art and music in our schools. Winter and Spring Events		

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					that are scheduled to happen are: District Spelling Bee, Copita, and Basketball Tournament		
3.9	**Ensuring language access for families- Translation/Interpretation** Cost for Translation and Interpretation services to provide access to monolingual families. Interpretation/translation services to provide parent support in languages other than English (i.e., Spanish, Vietnamese, other languages as needed; Deaf and Hard of Hearing support). Outside agency and employee contracts to provide additional interpretation/translation support at parent meetings and district-wide events Vietnamese translator/interpreter technician to support the increased need for this language Translation and Interpretation support for IEPs and other parent meetings with Special Education parents Professional Development (i.e., trainings, workshops) for development of translation/interpretation skills	Yes	Ongoing Implementation		Translation and interpretation services provided equitable access for families by offering interpretation in Spanish, Vietnamese, and other necessary languages. These services encompassed contracting outside agencies and employees for district-wide events and parent meetings, hiring a Vietnamese translator/interpreter technician to address increasing demand, supporting Special Education IEPs and parent meetings.	$358,442.45	$142,629.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.10	**Visual and Performing Arts Programming** To provide a comprehensive arts education program that integrates visual art, music, media art, theatre and dance to foster creativity, cultural awareness and social emotional development among students. Costs related to arts education program (i.e. teachers, contracted services, instruments, repairs, materials and supplies, field trips, transportation to and from events, rentals, professional development, substitute costs and teacher extended duty)	Yes	Ongoing Implementation	Most students in 4th - 8th grade have access to music classes if they choose to participate. 762 students responded to the survey questions (this is approximately 19% of the students we teach). Our goal is to get as close to 100% as possible for the subsequent reports. The music program has shown positive outcomes in terms of student happiness, social skills development, and feelings of acceptance. However, there are clear areas for growth, particularly in helping more students express themselves emotionally through music and ensuring a sense of belonging for all. In the second half of the year, we will focus on: Expanding Emotional Expression: Offering more personalized music activities and opportunities for students to connect their personal feelings to the music. Increasing Inclusivity: Targeting strategies to		$3,349,056.42	$1,363,134.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
				support the 34.3% of students who may not fully feel accepted, including more inclusive classroom practices and peer mentorship. Strengthening Social Collaboration: Continuing to build teamwork opportunities through group performances and projects. The continued investment in these areas will help us meet our goal of providing a comprehensive, engaging, and supportive arts education program for all students.			

Goal 4

Goal Description
By June 6th 2025, the percentage of students who are chronically absent will reduce by 10.9% from 40.9% to 30%. Attendance data will be monitored on a daily basis by our administrative assistant and community liaison to ensure that students who begin to show concerning attendance trends are identified and supported. Our goal will be to maintain 90% average daily attendance.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	California Dashboard data - Chronic Absenteeism	Based on the 2023 California Dashboard: 40.9% of Chavez students were chronically absent Hispanic student group: 42.9% of students were chronically absent (an increase of 22.3%) Socioeconomically disadvantaged student group: 38.2% of students were chronically absent (an increase of 18.7%)			According to the 2024 CA Dashboard, 24.3% of students were chronically absent overall which increased in comparison to 2023 data.. Unhoused students: 43.6% (42%) Foster Youth: 52% (increased) English Learners: 23.6% (increased) Socioeconomically Disadvantaged Youth: 26.9% (increased) Students with Disabilities: 33.5% (increased) Hispanic/Latino: 26.9% (increased) Pacific Islander: 39.1% (increased) African American: 27.1% (decreased)	25% of Chavez students will be chronically absent Hispanic student group: 25% of students will be chronically absent Socioeconomically disadvantaged student group: 25% of students will be chronically absent
4.2	Average Daily Attendance Records	For 2023/2024 school year, the average daily attendance is 86.93%			For the mid 2024/2025 school year, the average daily attendance is 95.69%	By June 2027, the average daily attendance will be 92%
4.3	Panorama Survey data	Based on Spring 2024 survey,			The Panorama Survey will be given in March/April 2025.	By Spring of 2027,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		Family survey responses Sense of Belonging - 100% favorable response School Staff responds to my needs in a timely manner- 100% favorable response Safety- 99% favorable response Climate of Academic Support- 100% favorable response Total parent participation 34/74 parents responded to the survey which is 46% response rate				Family survey responses Sense of Belonging - 100% favorable response School Staff responds to my needs in a timely manner- 100% favorable response Safety- 99% favorable response Climate of Academic Support- 100% favorable response Total parent participation 60/74 parents will respond to the survey which is an 80% response rate

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	**Community Liaison** Costs related to community liaisons. Community Liaison priority areas include: increasing parent involvement and engagement, supporting with translation and	No	Ongoing Implementation	1. All Community Liaisons support parents through a variety of activities such as but not limited to parent cafecitos with the Principal, community food	Community Liaison helps to lead monthly cafecitos & works directly with parents to engage them in	$54,413.90	$6,293.98

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	interpretation, working towards mitigation of chronic absenteeism. Cost of extended hours (i.e., for recruitment purposes to increase enrollment, home visits, and support at events). Professional development to enhance skills that support parents/families (i.e. workshops, trainings, conferences) Community Liaisons will work in coordination with Principals to offer workshops related to the importance of school attendance. *This action is included to address the sites, student groups & indicators that received the lowest performance level on the 2023 CA Dashboard (see Appendix for areas being addressed)			distribution, home visits, translation and interpretation, community outreach and recruitment, attendance team	school-based volunteering Community liaison serves on attendance teams and leads attendance incentive program, conducts home visits for families with attendance concerns, and provides general education and awareness to the importance of building strong attendance routines.		
4.2	**Chavez Care Closet** Create Chavez Care Closet to address basic needs of students and families to eliminate the barriers to coming to school thus mitigating the cases of chronic absenteeism. Care closet would be overseen by the school's community liaison and include supplies such as bus tokens, extra school uniforms, socks, underwear, shoes and other clothing, food items, items for weather (umbrellas).	No	Ongoing Implementation		Materials purchased to provide to families upon registering at school (uniforms, books) Coordination with SLS coordinator on site to address	$2,000.00	$131.71

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					more specific family needs		
4.3	**Home visits** Conduct home visits in which staff members gift school readiness backpacks supplied with materials for the student and family to bridge transition to school and support families in supporting their child. The importance of student attendance will be priority topic during the home visits.	No	Partially Implemented		Community liaison has conducted home visits, but no other staff have implemented this strategy at this time....interest in shifting this focus to providing behavioral interventions to students (SSC documentation supports this shift in funding)	$10,000.00	$0.00
4.4	**Expanded Learning Opportunities** Provide after school expanded learning opportunities to address families' need for extended day schedule. This support is essential for regular school attendance when lack of childcare prevents students from coming to school.	No	Ongoing Implementation		Intervention provided by paraprofessionals.	$30,000.00	$0.00
4.5	**Family Enrichment Trips** Events on and off site to build relationships between school staff and students and their families. These events and field trips would engage the Cesar Chavez Early	No	Ongoing Implementation		Fall Field Trip to Emma Prusch Farm Park - October 28th	$9,578.00	$768.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	Learning community in shared learning opportunities that will enhance their learning and provide enrichment. Budget would be allocated for contract costs, admission costs, and/or transportation expenses.						

Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	108,593,371.00	106,947,539.00
LCFF Supplemental/Concentration Grants	26,496,513.00	26,490,057.78

7.5

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: January 24, 2025

Subject: **Resolution No. 36-24/25**
Women's History Month – March, 2025
March, 2025, has been proclaimed as Women's History Month.

Staff Analysis: This resolution proclaims the month of March, 2022, as Women's History Month and encourages all educational communities to commemorate this occasion with appropriate instructional activities. The strategy is to develop and maintain productive, meaningful partnerships with families and communities to ensure the highest education for all students.

Recommendation: Staff recommends approval of **Resolution No.36-24/25**, Women's History Month, as presented.

Approved by: Sandra Garcia Title: Assistant Superintendent, Instructional Services

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

7.5
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Resolution No.36-24/25
PROCLAIMING MARCH, 2025,
"WOMEN'S HISTORY MONTH"

WHEREAS, women of every race and ethnic background contributed to our country's triumphs and accomplishments in countless ways as wives, mothers, pioneers, nuns, indentured servants, and slaves; and

WHEREAS, women have played, and continue to play, a critical economic, cultural, and social role in every sphere of our nation's life by constituting a significant portion of the labor force working in and outside the home and as elected officials; and

WHEREAS, women have played a unique role throughout our history by providing the majority of the nation's volunteer labor force and have been particularly important in the establishment of early charitable, philanthropic, and cultural institutions in the country; and

WHEREAS, women of every race and ethnic background served as leaders in the forefront of every major progressive social change movement, not only to secure their own right of suffrage and equal opportunity, but also in the abolitionist movement, the emancipation movement, the industrial labor union movement, and the modern civil rights movement, and

WHEREAS, the role of women in history has been overlooked and undervalued and is an important part of the body of American and world history; and

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

NOW, THEREFORE, BE IT RESOLVED, that the Alum Rock Union Elementary School District joins with the California State Board of Education in proclaiming the month of March, 2025, as "Women's History Month" and encourages all educational communities to commemorate this occasion with appropriate instructional activities; and be it further

PASSED AND ADOPTED this 13th day of February, 2025, by the Board of Trustees of the Alum Rock Union Elementary School District, County of Santa Clara, State of California.

Ayes_____ Noes_____ Absent_____ Abstain_____

Board of Trustees:

Linda Chavez , President _____

Andrés Quintero, Vice-President _____

Minh Pham, Clerk _____

Corina Herrera-Loera, Member _____

Minh Nguyen, Member _____

I HEREBY CERTIFY that the foregoing resolution was duly and regularly introduced, passed, and adopted by the members of the Board of Trustees of the Alum Rock Union Elementary School District at a public meeting of said Board held on February 13, 2025.

_____ _____

German Cerda , Superintendent Date

8.1

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 and Ratification of Tentative Agreement between the Alum Rock Union School District and Teamsters Local 150, for the period of July 1, 2024-June 30, 2025.**

Staff Analysis:

The District and Teamsters Local 150 reached the attached Tentative Agreement on collective bargaining issues for the period of July 1, 2024 – June 30, 2025.

Recommendation:

The District Administration is recommending that the Board of Trustees approve and ratify the Tentative Agreement

Submitted by: Cesar Torrico CT Title Assistant Superintendent, Human Resources
Approved by: Cesar Torrico Title Assistant Superintendent, Human Resources

To the Board of Trustees: Meeting: February 13, 2025
Recommend Approval Regular Board Meeting

8.1
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled _____

TENTATIVE AGREEMENT BETWEEN
TEAMSTERS LOCAL 150 AND ALUM ROCK UNION SCHOOL DISTRICT REGARDING REOPENER NEGOTIATIONS FOR THE 2024-2025 SCHOOL YEAR

ARTICLE VIII: TRANSFER, PROMOTION, AND RECLASSIFICATION

8.1.7.1 Transfer. Bargaining unit member may request a lateral transfer to an open position of equal status in the bargaining unit member's same classification (including a position with a different number of hours) by making a written application on a District provided form which shall be kept at Human Resources to be considered when the position becomes open. Transfers will be approved using all of the following criteria:

1. A positive letter of reference from the current site manager/supervisor, and
2. Three years of satisfactory evaluations (in the event an employee has not received an evaluation it will be considered a satisfactory evaluation), and
3. Final approval of the incoming manager/supervisor.
4. In the event that more than one employee has met 1-3 above seniority will be used.

ARTICLE XIV: VACATION AND HOLIDAY

14.1.2.1 Each classified bargaining unit member shall earn during the fiscal year vacation pay, on the basis of one (1) day per each whole month worked (one (1) whole month is equal to one-half (½) or more of the number of workdays in a given month).

14.1.5.1 Bargaining unit members may choose to go on unpaid status, for the entire period only, provided that they notify the Payroll Department on or before the last working day of the month prior to taking unpaid vacation.

14.1.11 The District will respond to an employee's vacation request(s) within 10 working days days of his/her request.

14.2 Holiday

14.2.1 Holiday Schedule. District agrees to provide bargaining unit members in the bargaining unit with the following paid holidays, under *Education Code* Section 37220, which fall within the bargaining unit member's designated work-year period:

Legal Holidays	10
Declared Holidays	8
Total	18

Holiday schedules shall be negotiated by September 1st of each school year.

10.13 Family Leave. The District shall comply with all state and federal provisions respecting the allowance of Family Leave to bargaining unit members. The time periods and benefits provided for Family Leave shall run consecutively with other bargaining unit member leaves provided in this Agreement. The unit member shall have the option to use all available leaves prior to going on family leave or they may go on family leave without exhausting all available leaves.

ARTICLE XXII: PAY AND ALLOWANCE

7.3.3 In addition, all bargaining unit members shall receive a one-time, off the salary schedule payment of 0% for the 2024-2025 school year.

ARTICLE XVII: BARGAINING UNIT MEMBER AND DEPENDENT INSURANCE COVERAGE

17.1 Bargaining unit members shall be covered by the Health and Welfare plans offered through Teamsters Managed Trust.

32.3.2 For the term of this agreement the District shall pay eighty-five percent (85%) of both the Teamsters' Kaiser Plan and the Teamsters' HMO Plan.

ARUSD Negotiating Team

Cesar Torrico

Teresa DeCelles

Denisse Mendez

Derek Zabaldo

Teamsters Negotiating Team

Rocio Richards

Trevor Emmett

Tom Phu

Angela Cuellar

Erika Banzon

Elias Vidrio

8.2

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 and Ratification of Tentative Agreement between the Alum Rock Union School District and CSEA Chapter #305, for the period of July 1, 2024-June 30, 2025.**

Staff Analysis:

The District and CSEA Chapter #305 reached the attached Tentative Agreement on collective bargaining issues for the period of July 1, 2024 – June 30, 2025.

Recommendation:

The District Administration is recommending that the Board of Trustees approve and ratify the Tentative Agreement

Submitted by: Cesar Torrico Title Assistant Superintendent, Human Resources
Approved by: Cesar Torrico Title Assistant Superintendent, Human Resources

To the Board of Trustees: Meeting: February 13, 2025
Recommend Approval Regular Board Meeting

8.2
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled _____

TENTATIVE AGREEMENT BETWEEN
CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS ALUM ROCK CHAPTER #305 AND ALUM ROCK UNION SCHOOL DISTRICT REGARDING REOPENER NEGOTIATIONS FOR THE 2024-2025 SCHOOL YEAR

ARTICLE VIII

PAY AND ALLOWANCE

8.1 **Regular Rate of Pay.**

8.1.1 For the 2024-2025 school year:

Effective July 1, 2024, CSEA unit members shall receive a 0% increase

TA 1/22/25 11:34am

District

2 Days

ARTICLE X

BARGAINING UNIT MEMBER AND DEPENDENT INSURANCE COVERAGE (Status Quo)

10.1 **Coverage**. Effective January 1, 2025 the District shall pay eighty-five percent (85%) of the 2024 total premium rates for any District offered insurance health/dental plan, and one hundred percent (100%) vision coverage of the base plan.

For the term of this agreement, if any other bargaining unit receives a salary schedule increase, off schedule bonus or health and welfare premium increase or reopener(s) greater than CSEA bargaining unit, the CSEA shall receive the same increase.

Bargaining unit members shall have one-tenth ($\frac{1}{10}$) of the remaining premium costs for their appropriate coverage levels deducted from each of ten (10) monthly pay warrants (September to June).

The District agrees to develop and absorb the administrative costs associated with the implementation of Internal Revenue Code, Section 125 plan to allow bargaining unit members to pay medical and dental benefit premium contributions with pre-tax dollars
(premium only plan).

District

TA 1/22/25 11:35am

, LRR

1/22/25

1-22-25

1/22/25

Melody Todd 1/22/25

ARTICLE XI

HOLIDAYS

11.1 **Scheduled Holidays.** The District agrees to provide all bargaining unit members with eighteen (18) paid holidays.

11.2 **Additional Holidays.** Every day declared by the President or Governor of this state as a public fast, Thanksgiving, or holiday, or any day declared a holiday by the Board under Education Code Sections 37220(b) and 37222 or their successors shall be paid holiday for all bargaining unit members.

11.3 **Holidays on Saturday or Sunday**. When a holiday falls on a Saturday, the preceding workday not a holiday shall be deemed to be that holiday, when a holiday falls on Sunday, the following workday not a holiday shall be deemed to be that holiday.

11.4 **Holiday Eligibility.** All bargaining unit members will receive the same paid holiday benefits, whether full or part-time, provided that they were in a paid status during any portion of the working day of their normal assignment immediately preceding or succeeding.

11.5 **Summer School/ESY**. The Parties agree that all unit members who, as part of an assignment during June and/or July, are in paid status during any portion of the working day immediately preceding or succeeding a Holiday that falls in June or July, shall receive the same paid Holiday benefits as other employees who are in paid status for 12 months of any school year. Unit members shall be entitled to accrue sick leave hours and vacation hours during summer months based on their Summer School/ESY assignment regardless of their normal work year, and any hours worked shall be reported to CalPERS, as required.

For CSEA:

9/19/24

ARTICLE XX

DISCIPLINE

20.6.4 **Notice of Charges**. The administrator initiating disciplinary action shall file a written notice of such action with the Superintendent or designee and Human Resources. The notice shall be served upon the bargaining unit member either personally or by registered or certified mail, return receipt requested, at the bargaining unit member's last known address with a copy to the Association. The notice shall indicate: 1) The specific charges against the bargaining unit member which shall include times, dates and location of chargeable actions or omissions; 2) The penalty proposed; 3) Bargaining unit member's rights to a hearing as provided in Section 20.6.5. The burden of proof shall remain with the charging party.

20.6.5 **Pre-Disciplinary Hearing**. Prior to any action a pre-disciplinary hearing (also known as a "Skelly Hearing") shall be held with any bargaining unit member against whom discipline is proposed. The hearing shall be held at the earliest convenient date, taking into consideration the established schedule of the Superintendent or designee, the Association and representatives and witnesses. The meeting shall be held before an impartial administrator (Superintendent or designee), which shall mean any administrator not directly or indirectly involved in proposing the discipline.

20.6.5.1 All charges against the bargaining unit member and any supporting documents or other evidence shall be made known to the bargaining unit member and his/her representative at least at the time of the hearing.

20.6.5.2 Charges which have not been made known to the bargaining unit member, at the time of this hearing, and to which the unit member has not been given the opportunity to respond, at the time of hearings, shall not be part of any written charges which may be subsequently withdrawn, modified, or sustained.

20.6.5.3 Any proposed disciplinary action is strictly within the authority of the Board and all procedures set forth below must be followed if disciplinary action is proposed as a result of this hearing.

20.6.5.4 The bargaining unit member may elect to have private counsel present and the initiating party may also be represented by counsel. If the bargaining unit member elicits private counsel, it shall be at their own expense.

20.7 **Appeal Process**

20.7.1 A bargaining unit member receiving written notice, as outlined in Section 20.6.6.1, shall have the right to appeal the written administrative

decision to a Hearing Officer (also known as, "arbitrator"). The Association and the District will mutually select a hearing officer from the California State Conciliation Service or the American Arbitration Association.

20.7.2 If the bargaining unit member appeals the administrative decision, the penalty proposed shall not be implemented until the bargaining unit member has exhausted their rights (except when an emergency suspension is warranted). A bargaining unit member may be relieved of duties without loss of pay at the option of the District.

20.7.3 Each party is responsible for their own respective costs and expenses associated with their side.

20.7.4 The hearing location, whether in person, virtual, or a hybrid of in person and virtual, shall be suggested by the Hearing Officer and mutually agreed to by the parties. The agreed upon location shall provide confidentiality for all participants.

If the appeal is heard by a Hearing Officer, a proposed decision shall be prepared in such form that it may be adopted by the Board as the decision in the case. A copy of the proposed decision shall be received and filed by the Board. A copy shall also be furnished to each party within ten (10) days after the proposed decision is filed by the Board.

The Board may:

20.7.3.1 Adopt the proposed decision in its entirety.

20.7.3.2 Reduce the personnel action set forth therein and adopt the balance of the proposed decision.

20.7.3.3 Reject a proposed reduction in penalty, approve the penalty sought by the initiating party or any lesser penalty, and adopt the balance of the proposed decision; or

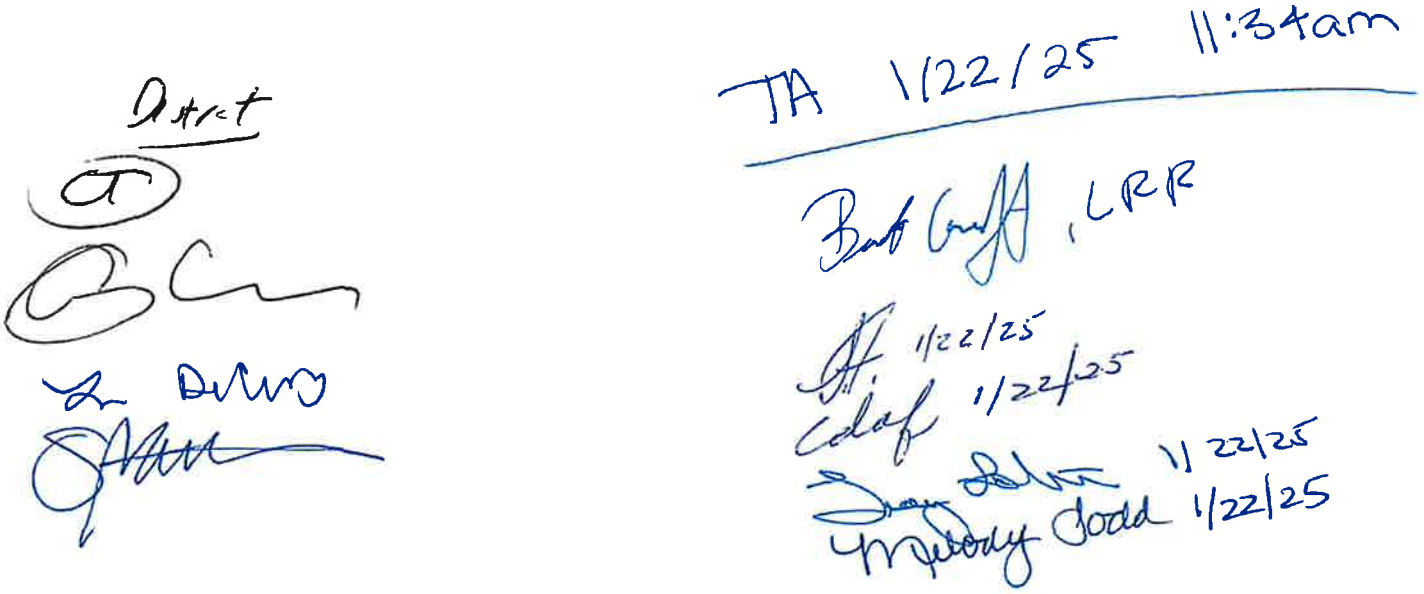
20.7.3.4 Reject the proposed decision in its entirety.

20.7.3.5 The cost of the appeal (hearing officer) will be shared between the District and the Association.

20.7.4 If the Board rejects the proposed decision in its entirety, each party shall be notified of such action and the Board may decide the case upon the record including the transcript with or without the taking of additional evidence, or refer the case to a Hearing Officer to take additional evidence. If the case is so assigned to a hearing officer, they shall prepare a proposed decision as provided in Section 20.7 upon the additional evidence and the transcript and other papers which are part of the record of the prior hearing. A copy of such proposed decision shall be furnished to each party within ten (10) days after the decision is filed by the Board.

20.7.5 In arriving at a decision or a proposed decision on the propriety of the proposed penalty, the Hearing Officer may consider the records of any prior personnel action proceedings against any bargaining unit member in which a personnel action was ultimately sustained and any records contained in the bargaining unit member's personnel file if such records were introduced into evidence at the hearing.

20.7.6 The decision of the Board shall be in writing and shall contain findings of fact the personnel action approved, if any. The findings may be stated in the language of the pleadings or by reference thereto. The decision of the Board shall be delivered to the initiating party from whose recommendation the appeal is taken and shall forthwith be enforced and followed by them. A copy of the decision shall be delivered to the appellant or their designated representative personally or by registered or certified mail, return receipt requested. The decision of the Board shall be final.



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

8.3

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approval of District Memorandum of Understanding with CSEA Chapter 305**

Staff Analysis:

The District and CSEA Chapter 305 reached the attached Memorandum of Understanding regarding an Early Tell Retirement incentive.

Recommendation:

The District Administration is recommending that the Board of Trustees approve the Memorandum of Understanding.

Submitted by: Cesar Torrico CT Title Assistant Superintendent, Human Resources
Approved by: Cesar Torrico Title Assistant Superintendent, Human Resources

To the Board of Trustees:
Recommend Approval
8.3
Agenda Placement

Meeting:
February 13, 2025
Regular Board Meeting
German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled _____

Alum Rock Union Elementary School District (District)
And
California School Employee Associations Chapter 305, Alum Rock

MEMORANDUM OF UNDERSTANDING RETIREMENT INCENTIVE

January 22, 2025

Alum Rock Union Elementary School District would like to propose an incentive for Alum Rock CSEA represented employees who voluntarily retire from the District by the end of the 2024-2025 school year. The District shall provide a one-time $2,000 incentive to any eligible employee who submits their retirement notice by February 5, 2025, with their retirement taking effect by the end of the 2024-2025 school year. The amount will be prorated for any employee who is not 1.0 FTE. The incentive money will be paid out no later than July 10, 2025.

8.4

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Resolution No. 39-24/25 Reducing/Laying Off Classified Employee Services.**

Staff Analysis:

Given the current state of the District's budget and due to a lack of work and/or funds, the District is forced to consider the elimination of certain services now being provided by classified employees.

Education Code Section 45114, 45115, 45117, 45298, and 45308 set forth the process and procedure that school districts must follow in order to layoff or reduce classified employees for lack of work and/or lack of funds. This procedure requires a board resolution to reduce/layoff classified positions and provided employees with notice no later than March 15th.

Recommended Action:
District administration is recommending that the Board of Trustees approve Resolution No. 39-24/25.

Submitted by: Cesar Torrico Title: Assistant Superintendent of Human Resources

Submitted by: _____ Title: _____

To the Board of Trustees:
Recommend Approval

8.4
Agenda Placement

Meeting: February 13, 2025
Regular Board Meeting

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

RESOLUTION NO. 39-24/25

NOTICE REGARDING REDUCTION OR ELIMINATION OF SERVICES
AND REDUCTION OF CLASSIFIED SERVICE

WHEREAS, the Superintendent of the Alum Rock Union Elementary School District ("District") has recommended to the District's Governing Board ("Board") that the District eliminate the following classified positions no later than the beginning of the 2025-26 school year due to lack of work and/or lack of funds;

WHEREAS, Sections 45114, 45115, 45117, 45298, and 45308 of the California Education Code authorize the Board to eliminate the service of classified positions due to lack of work and/or lack of funds;

WHEREAS, the Board has determined that as a result of lack of funds and/or lack of work, and under the authority of Sections 45114, 45115, 45117, 45298, and 45308 of the California Education Code, it is in the best interests of the District to reduce the following full-time equivalent (FTE) classified services no later than the beginning of the 2025-26 school year.

CLASSIFICATION	NO. OF FULL-TIME Equivalent Positions FTE
ACCOUNTANT	1.00
ADMINISTRATIVE ASST 12MO	1.00
CAMPUS PARAEDUCATOR	2.25
CHILD NUTRITION ASSISTANT I	8.03125
CHILD NUTRITION ASSISTANT II	5.5625
COMMUNITY LIAISON 9.5MO	6.00
HEALTH ASSISTANT	5.375
HEAD CUSTODIAN I - ELEMENTARY	7.00
HEAD CUSTODIAN II - MIDDLE	2.00
MAINTENANCE WORKER II	1.00
MAINTENANCE WORKER III	2.00
NIGHT CUSTODIAN I - ELEMENTARY	5.00
NIGHT CUSTODIAN II - MIDDLE	2.00
OFFICE ASSISTANT III	0.50
PARAEDUCATOR 9.5MO	4.3125

German Cerda, Superintendent

Board of Trustees: Linda Chavez, President , Andrés Quintero, Vice-President
Minh Pham, Clerk ·Minh Nguyen, Member·Corina Herrera-Loera, Member

SCHOOL ADMIN ASSISTANT	9.00
SCHOOL OFFICE ASST 10MO, ELEM 0.5	3.00
SCHOOL OFFICE ASST 10MO, MID 0.75	1.50
SENIOR ACCOUNTANT ASST	1.00
WAREHOUSE WORKER I	1.00

WHEREAS, the Board is required by law to give notice, no later than March 15, 2025, to all classified employees affected by any decision to reduce or eliminate the above-listed classified services;

NOW THEREFORE BE IT RESOLVED THAT:

A. The Board hereby determines to reduce classified services as specified in the recommendation set forth in the recitals above, no later than the beginning of the 2025-2026 school year.

B. The Board hereby determines that, as a result of the above-stated reduction of classified services, (the "Reduction in Force"), it will be necessary to terminate at the end of the 2024-2025 school year the employment of classified employees in a quantity and kind equal to the FTEs specified in the recommendation set forth in the recitals above.

C. No later than March 15, 2025, pursuant to Education Code section 45117, the Board and all affected permanent classified employees shall be given written notice by the Superintendent or the Superintendent's designee that it has been recommended that the notice be given to the permanent employee, stating the reasons that the employee's services will not be required for the 2025-2026 school year, and informing the employee of the employee's displacement rights, if any, and reemployment rights.

D. Nothing herein shall be deemed to confer any rights upon probationary classified employees, short-term employees as defined section 45103, or any other employees not specifically granted such rights by statute.

E. The District Superintendent or her designee is directed to send appropriate notices to all employees affected by the above-listed reduction and elimination of classified services in accordance with the provisions of the California Education Code, and to take all necessary action to to implement this Resolution, and to afford the employees all rights to which they are entitled under the law and the applicable Collective Bargaining Agreement.

ADOPTED by the Alum Rock Union Elementary School District Board of Trustees on February

13, 2025. By the following vote:

AYES:
NOES:
ABSENT:
ABSTENTIONS:

Alum Rock Union Elementary School District
Dated: February 13, 2025

CERTIFIED AS A TRUE AND CORRECT COPY:

Minh Pham, Clerk of the Board

8.5

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

Subject: **Approve Resolution No.41-24/25 Reducing/Laying Off Certificated Employee Services.**

Staff Analysis:

Given the current state of the District's budget and due to a lack of work and/or funds, the District is forced to consider the elimination of particular kinds of services now being provided by certificated employees.

Recommended Action:
District administration is recommending that the Board of Trustees approve Resolution No. 41-24/25.

Submitted by: Cesar Torrico CT Title: Assistant Superintendent of Human Resources

Submitted by: _____ Title: _____

To the Board of Trustees:
Recommend Approval

8.5
Agenda Placement

Meeting: February 13, 2025
Regular Board Meeting

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK
UNION ELEMENTARY SCHOOL DISTRICT
2930 Gay Avenue, San José, CA 95127 · Phone: 408-928-6800 · Fax: 408-928-6416 · www.arusd.org

RESOLUTION NO. 41-24/25

RESOLUTION AUTHORIZING REDUCTION IN CERTIFICATED WORKFORCE DUE TO A REDUCTION
OF PARTICULAR KINDS OF SERVICES

WHEREAS, the Superintendent of the Alum Rock Union Elementary School District ("District") has recommended to the District's Governing Board ("Board") that the District reduce the following particular kinds of service itemized in Exhibit "A" no later than the beginning of the 2025-2026 school year; and

WHEREAS, it shall be necessary to terminate at the end of the 2024-2025 school year, the employment of certain certificated employees of the District as a result of this reduction or discontinuance in particular kinds of services;

WHEREAS, the Governing Board is required by law to give notice, prior to March 15, 2025, to all certificated employees affected by any decision to reduce or eliminate these particular kinds of services;

THEREFORE, BE IT RESOLVED THAT:

A. The Governing Board hereby determines to reduce services as specified in the recommendation set forth in the recitals above and Exhibit "A" hereto, no later than the beginning of the 2025-2026 school year.

B. The Governing Board hereby determines that, as a result of the above-stated reduction of particular kinds of service (the "Reduction in Force"), it will be necessary to terminate at the end of the 2024-2025 school year the employment of certificated employees of the District in a quantity and kind equal to the FTEs specified in the recommendation set forth in the recitals above and Exhibit "A" hereto.

C. The Governing Board hereby determines that, pursuant to Education Code section 44955(d)(1) the District may deviate from terminating a certificated employee in order of seniority because the District has a specific need for teachers with a credential authorizing the teaching of Non-Core Single Subject Math classes, teachers with a credential authorizing the teaching of Non-Core Single Subject Science classes and for employees who possess a BCLAD Certificate and are teaching one or more Dual Language Immersion classes and that the certificated employee(s) has special training and experience necessary to teach that

course or course of study or to provide those services, which others with more seniority do not possess and meet the criteria set forth in Exhibit "B" hereto which are incorporated as though fully set forth herein.

D. In order to implement this Reduction in Force, it may be necessary to apply tie-breaking criteria to distinguish among certificated employees who first rendered paid probationary service to the District on the same date. Pursuant to Education Code section 44955(b), the Governing Board determines that the order of layoff as between employees who first rendered paid service to the District on the same date shall be established on the basis of the criteria set forth in Exhibit "C" to this Resolution, which are incorporated as though fully set forth herein.

E. The criteria set forth in Exhibit "C" to this Resolution shall also be used to determine the order of reemployment among those certificated employees who first rendered paid probationary service to the District on the same date. The Superintendent, or his designee, has the discretion to determine the appropriate weight of such criteria and the order in which such criteria are most relevant to serve the needs of the District and students in each tie-breaking situation.

F. that the Superintendent is directed to send appropriate notices to all employees affected by the above-described reduction of a particular kind of service in accordance with the provisions of the California Education Code, to take all necessary action to implement this Resolution, and to afford the employees all rights to which they are entitled under the law and applicable Collective Bargaining Agreement(s). Nothing herein shall be deemed to confer any status or rights upon temporary or categorically funded project certificated employees in addition to those specifically granted to them by statute.

Adopted by the Governing Board of the Alum Rock Union Elementary School District this 13th day of February.

AYES:
NOES:
ABSENT:
ABSTENTIONS:

Alum Rock Union Elementary School District
Dated: February 13, 2025

CERTIFIED AS A TRUE AND CORRECT COPY:

_____
Minh Pham, Clerk of the Board

EXHIBIT A

Recommend Reduction in 2025-2026 Program and Services for the Alum Rock Union Elementary School District.

The Superintendent recommends that the Governing Board adopt a resolution to reduce the programs and services for 2025-2026 as follows:

Particular Kinds of Services	**Full Time Equivalent Positions (FTE)**
Elementary School Services	**FTE**
Elementary Classroom Instruction (TK)	1.0
Elementary Classroom Instruction (Kindergarten)	1.0
Elementary Classroom Instruction (1st Grade)	1.0
Elementary Classroom Instruction (2nd Grade)	1.0
Elementary Classroom Instruction (3rd Grade)	1.0
Elementary Classroom Instruction (4th Grade)	1.0
Elementary Classroom Instruction (5th Grade)	1.0
	7.0 Subtotal Elementary
Middle School Services	**FTE**
Middle School Humanities Core Instruction	4.0
Middle School History/Social Studies	1.0
Middle School Physical Education	2.0
	7.0 Subtotal Middle School
TOSAS	**FTE**
TOSA Intervention Specialist TK-8	10.0
TOSA VILS Grant	1.0
	25.0 Total FTE

EXHIBIT B

"SKIPPING" CRITERIA PURSUANT TO EDUCATION CODE SECTION 44955(d)(1)

The District shall retain certificated employees, regardless of their seniority, to the extent one or more of their assignments meet any of the following criteria:

1. Employees who possess a credential authorizing the teaching of Non-Core Single Subject Math classes in grades 6, 7, and 8, are teaching one or more Non-Core Single Subject Math classes in grades 6, 7, and 8 for the District in the 2024-2025 school year, and are expected to teach one or more Non-Core Single Subject Math classes in grades 6, 7, and 8 for the District in the 2025-2026 school year.

2. Employees who possess a credential authorizing the teaching of Non-Core Single Subject Science classes in grades 6, 7, and 8, are teaching one or more Non-Core Single Subject Science classes in grades 6, 7, and 8 for the District in the 2024-2025 school year, and are expected to teach one or more Non-Core Single Subject Science classes in grades 6, 7, and 8 for the District in the 2025-2026 school year.

3. Employees who possess a BCLAD Certificate and are teaching one or more Dual Language Immersion classes in the 2024-2025 school year, and are expected to teach one or more Dual Language Immersion classes for the District in the 2025-2026 school year.

Employees who meet any of the foregoing criteria for some but not all of their assignment(s) shall be retained only as to that portion of their assignment(s) in 2025-2026 that meets the foregoing criteria.

The Superintendent or his/her designee is authorized to determine which employees qualify to be "skipped" from the Reduction in Force and to determine the manner in which the foregoing criteria shall be applied to each employee.

EXHIBIT C

TIEBREAKING CRITERIA PURSUANT TO CALIFORNIA EDUCATION CODE SECTION 44955 (b)

Employees sharing the same first date of paid probationary service to the district shall be awarded tiebreaking points on the following basis:

Criterion	Points
Subject matter authorizations, including supplemental authorization, on credential(s) authorizing services for the district.	1 per authorization
Possession of credential(s) authorizing services for the district	4 for each professional clear credential 3 for each preliminary credential 2 for intern credential 1 for provisional internship permit or short-term staff permit
Column placement on salary schedule	1 per applicable column
Possession of Bilingual Cross-Cultural Language and Development Certificate (BCLAD) or its equivalent	1
Possession of a valid masters degree	1
Prior school year(s) of services to the District in certificated position	1 per school year or fraction thereof

Employees with a greater number of points shall be considered more senior than employees with a fewer number of points, for purposes of determining order of layoff and order of re-employment.

If application of the foregoing criteria fails to resolve a tie among two or more employees, among the employees who remain tied the employee with the earliest date of issuance of a preliminary or professional clear credential shall be considered the more senior employee. As among employees who remain tied who have never obtained a preliminary or professional clear credential, the employee with the earliest date of issuance of an intern credential shall be considered the more senior employee. As among employees who remain tied who have never obtained an intern, preliminary, or professional clear credential, the employee with the earliest date of issuance of an emergency or pre-intern credential, provisional intern permit or short-term staff permit, shall be considered the more senior employee.

Assuming that the preceding criteria do not resolve all ties between certificated employees having the same seniority date between two or more employees, employees will be ranked in order of seniority based upon the total number of days each has served as a substitute employee for the District.

Assuming that the preceding paragraphs do not resolve all ties between employees having the same seniority date, then employees with a Ph.D./Ed.D. from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a master's degree from an accredited institution of higher education. Similarly, employees with a masters degree from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing two bachelors degrees. Similarly, employees with two Bachelors Degrees from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority than employees possessing a bachelors degree and an associate of arts/science degree from an accredited institution of higher education. Similarly, employees with a bachelors degree and an associate of arts/science from an accredited institution of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single bachelors degree from an accredited institution of higher education.

Assuming that the preceding criteria do not resolve all ties between employees having the same seniority date, then employees with double majors on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major and two minors on their transcripts from accredited institutions of higher education. Similarly, employees with a single major and two minors on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major and single minor on their transcripts from an accredited institution of higher education. Similarly, employees with a single major and single minor on their transcripts from accredited institutions of higher education will be regarded as having greater seniority for purposes of determining seniority order than employees possessing a single major on their transcripts from an accredited institution of higher education.

Assuming that the preceding criteria do not resolve all ties between certificated employees having the same seniority date then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education starting with the greatest number of credits to the least number of credits.

Assuming that preceding criteria do not resolve all ties between certificated employees having the same seniority date then certificated employees will be ranked by total semester credits earned at an accredited institution of higher education after earning a Bachelors Degree starting with the greatest number of credits to the least number of credits.

The Superintendent or his designee is authorized to determine the number of tie-breaking permits to be awarded to each employees and to determine the manner in which the tie breaking criteria shall be applied to each employee. In the event that after application of the above criteria, employees are equally situated, then seniority shall be determined by a random drawing by lot.

8.6

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: **February 13, 2025**

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: February 13, 2025
Regular Board Meeting

Recommend Approval

8.6
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES

February 13, 2025

CLASSIFIED RESIGNATIONS:

I. **Resignations:**

1.	Zamora Zaragoza, Guadalupe	Paraeducator Special Education II/Cassell	02/03/2025

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT-
HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES

February 13, 2025

CERTIFICATED RESIGNATIONS:

I. Resignation:

1.	Ayala, Maria	1-Bil Spanish/Adelante Academy I	06/06/2025
2.	Bablo Amroodagha J, Benita	Counselor/Ocala Steam Academy	06/06/2025
3.	Deck, Caroline	RSP/Dorsa Elementary	06/06/2025
4.	Duarte, Marisol	RSP/Sheppard Middle School	06/06/2025
5.	Dutta, Srimonti	5/Aptitud Community at Goss	06/06/2025
6.	Gonzalez, Michael	RSP/Ocala Steam Academy	06/06/2025
7.	Miller, Omar	Visual Arts/V.A.P.A. Dept.	06/06/2025
8.	Ortega, Daina	5/Linda Vista Elementary	06/06/2025
9.	Patten, Amelia	SDC/Cureton Elementary	06/06/2025
10.	Powell, Matthew	Music/V.A.P.A. Dept.	09/10/2024
11.	Singh, Prabhjot	SDC/Ryan Steam Academy	02/23/2025
12.	Ventura Santiago, Rosa	TK/Chavez Early Learning Center	06/06/2025
13.	Zandi Bayaz, Ali Reza	RSP/Hubbard Elementary	06/06/2025

9.1

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: **January 29, 2025**

Subject: **California State Preschool Program (CSPP) Kidango Contract Change Order (POCO)**

Staff Analysis: A Contract Change Order (POCO) is being submitted requesting adding line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data Collection (CAPSDAC). The cost of Care Plus calculations to encumber as of July 2024-June 2025 for 96-120 children at the rate of $211.00 for twelve months is the sum amount of $288,648.00 dollars.

Recommendation: Staff recommends the Board approve the Contract Change Order as submitted. The cost of the contract is $3,182,224, paid through the California State Preschool Program Grant.

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

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

To the Board of Trustees: Meeting: **February 13, 2025**
Regular Board Meeting

Recommend Approval

9.1
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHANGE ORDER (POCO)

P.O. No. _____ Contract No. CO257757

Original P.O Amount $_____ Contract Original Amount $2,893,576.00

Vendor Name: Kidango Inc. Vendor No. 017195

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
_____ Increase Amount Line Item No.: _____
_____ Decrease Amount Line Item No.: _____
✓ Add Line No.: 02
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
✓ Other add Cost of Care rate language

CONTRACTS ONLY

Change Orders:

Contracts Original Amount	$2,893,576.00
Change Order #: 01	$288,648.00
Change Order #: _____	$_____
Change Order #: _____	$_____
New Contract Total (including Change Orders)	$3,182,224.00

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
	120	7810	0	5815	00	0001	1000	000053	063	6102	$288,648	1

2/4/25

Reason for Adjustment: Line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data Collection (CAPSDAC). Cost of Care Plus calculations to encumber as of July 2024-June 2025 for 96-120 children at the rate of $211.00 for twelve months, is the sum total of $288,648 dollars.

$288,648 dollars

School/Dept.: Early Learning Dept Requested by: Dianna Ballesteros

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

_____ Director/Program Manager

_____ Procurement Manager

Date Requested: 1/29/25 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.)

2024-25 Cost of Care Plus (Jul 2024 -Jun 2025) Estimates

Kidango Assumptions:	2 Part time @ 24 each (93 AM & 93 PM)=48
	1 Full time @ 24 (197)
	1 Full time @ 24 (Start June 2024)
	1 Full time @ 24 (Start Aug 2024)

Contractor	Month	Enrollment Month	# of children	Rate	Sum of Amt
Kidango	2024-07-Jul	2024-06 Jun	96	$ 211.00	$ 20,256.00
	2024-08 Aug	2024-07-Jul	96	$ 211.00	$ 20,256.00
	2024-09 Sep	2024-08 Aug	96	$ 211.00	$ 20,256.00
	2024-10 Oct	2024-09 Sep	120	$ 211.00	$ 25,320.00
	2024-11 Nov	2024-10 Oct	120	$ 211.00	$ 25,320.00
	2024-12 Dec	2024-11 Nov	120	$ 211.00	$ 25,320.00
	2025-01 Jan	2024-12 Dec	120	$ 211.00	$ 25,320.00
	2025-02 Feb	2025-01 Jan	120	$ 211.00	$ 25,320.00
	2025-03 Mar	2025-02 Feb	120	$ 211.00	$ 25,320.00
	2025-04 Apr	2025-03 Mar	120	$ 211.00	$ 25,320.00
	2025-05 May	2025-04 Apr	120	$ 211.00	$ 25,320.00
	2025-06 Jun	2025-05 May	120	$ 211.00	$ 25,320.00
Kidango Total					$ 288,648.00

Purchase Order **No.** CO 257757

MERCHANDISE MUST SHOW THIS NUMBER ON INVOICES, PACKAGES AND CORRESPONDENCE.

Alum Rock Union School District

2930 Gay Ave, San Jose, CA 95127-2398
Accts Payable: 408-928-6852
Purchasing: 408-928-6838

SHIP TO: DISTRICT WAREHOUSE
2930 GAY AVE.
SAN JOSE, CA 95127

VENDOR: 017195 Phone: (510)897-6923
Fax: -
Email:

TO: KIDANGO INC.
44000 OLD WARM SPRINGS BLVD.
FREMONT CA 94538

PO DATE	SUBMITTED BY		SITE NAME		REQ. NO.
10/23/2024	MARIELA HEREDIA		EARLY LEARN CTR		251558
TERMS	OCT.24 OVER $100K	FOB	DIANNA BALLESTEROS	DELIVERY DATE	

ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE	STORES #
			PLEASE ENTER OUR ORDER FOR THE FOLLOWING			
01	1		*** OVER $100K SERVICE CONTRACT *** KIDANGO IN COORDINATION WITH ALUM ROCK UNION SCHOOL DISTRICT, WILL OFFER A LICENSED CALIFORNIA STATE PRESCHOOL PROGRAM AT CESAR CHAVEZ EARLY LEARNING CENTER AND CESAR CHAVEZ PRESCHOOL CENTER. IT WILL OPERATE AS A FULL-DAY/PART-DAY CLASSROOOMS, PROVIDING SERVICES IN TO 15 CLASSROOMS. TERMS: 07/01/2024 - 06/30/2025 BOARD APPROVED OCTOBER 10, 2024	2,893,576.00	2,893,576.00	000000
				Sub Total	2,893,576.00	
				Tax	0.00	
				Shipping & Handling	0.00	
				PO Total	2,893,576.00	

PO VENDOR INSTRUCTIONS

1. Invoices should be sent to Alum Rock District at the address show above.
2. Above purchase order number must appear on all invoices and packing slips.
3. NOTE: District will not honor any commitment made without a purchase order.
4. This purchase order can't be processed for payment until all articles are delivered, unless written permission is obtained.
5. The total amount of the purchase including tax and shipping c harges shall not exceed the amount shown by more than 10% unless written permission is obtained from purchasing dept.
6. Make no substitutions unless specifically authorized in writing.
7. All articles must conform to all CAL-OSHA safety codes. Send all MSDS reports with orders.
8. No backorders

By _____
AUTHORIZED SIGNATURE

VENDOR COPY

---------- Forwarded message ---------
From: **Jenelle Otani** <JOtani@cde.ca.gov>
Date: Thu, Dec 12, 2024 at 11:38 AM
Subject: CSPP Cost of Care Plus Rate Allocation For January-March 2025 - Vendor 6936
To: teresa.langner@arusd.org <teresa.langner@arusd.org>, Dr. Dianna J. Ballesteros <dianna.ballesteros@arusd.org>
, maria.bonilla@arusd.org <maria.bonilla@arusd.org>

California State Preschool Program Cost of Care Plus Rate

This email serves to provide information to California State Preschool Program (CSPP) contractors about the Cost of Care Plus Rate allocations provided to family childcare providers and CSPP centers pursuant to Senate Bill (SB) 140 (Chapter 193, Statutes of 2023). The Cost of Care Plus Rate is a monthly payment for contractors, family childcare providers, and subcontractors based on the number of children enrolled in a CSPP. These payments will be issued to CSPP contractors beginning January 2024 through June 2025.

This email serves to provide your agency with information about your upcoming payment in the amount of $118,897.

Allocation Methodology

Pursuant to SB 140, allocations are based on a per-child rate amount dependent upon the region in which the family childcare provider or center is located, as well as a 10 percent administrative fee to state preschool programs who are required to distribute payments to providers or subcontractors, as applicable.

To provide funding in a timely manner, the CDE is issuing Cost of Care Plus Rates as quarterly advances to CSPP contractors. Your upcoming apportionment in the amount of $118,897 is intended to provide funding to your agency for January through March 2025 allocations. However, the January through March 2025 allocation also includes a reconciliation of prior advances. Specifically, the upcoming allocation was determined using the following methodology:

1. A reconciliation of May-July 2024 Cost of Care Plus Rate advances utilizing locked April-June 2024 CDD-801A enrollment data submitted by contractors via the Child Development Management Information System (CDMIS) to determine whether the CDE over- or under- allocated funding for this time period.
2. Determined the payment advance for January-March 2025 Cost of Care Plus Rate payments. Based on May 2024 CDD-801A enrollment data submitted via the CDMIS, the total monthly allocation, inclusive of the per-child amount and any administrative allocation, was multiplied by three to provide CSPP contractors with quarterly advances.
3. The January-March 2025 advance was adjusted by any calculated over-or-under-allocated funds from the January-July 2024 advances, if applicable.

Table 1 provides information on the actual enrollment submitted by your agency between April and June 2024 and the calculated allocation associated with actual enrollment data for this time period. This information was used to adjust, if applicable, the allocation for the January-March 2025 advance, as shown in Table 2.

Table 1: May-July 2024 Actual Allocation

Service County	Monthly Per Child	Number of Children	Number of Children	Additional 10% Administrative Fee	Total Allocation

	Rate*	Enrolled in CSPP from April-June 2024	Enrolled in a FCCHEN Setting or a Center Through a Subcontract	Per Child Enrolled in a FCCHEN/Through Subcontract	for May-July 2024
Santa Clara	211	353	353	7,448	81,931

*To view the regions, counties within each region, and monthly per-child amounts, please see the Allocations Paid Outside of the CSPP Contract Frequently Asked Questions (FAQs) at https://www.cde.ca.gov/fg/aa/cd/allocationsfaq.asp#what-is-the-methodology-for-these-allocations.

Table 2: Apportionment for January-March 2025 Advance

Balance after January-April 2024 Reconciliation/October-December 2024 Advance	-
May-July 2024 Actual Allocation	81,931
May-July 2024 Advances	42,411
May-July 2024 (Over)/Under Allocated	39,520
January-March 2025 Quarterly Advance (Based on May 2024 801A Data)	79,377
Total Payment to Agency	118,897

Payment advances will continue to be reconciled after CDD-801A data is locked and subsequent advances may be adjusted based on CDE's assessment of whether the previous advance over- or under- allocated funds to your agency. Any over-allocated funds from January-July 2024 are intended to cover January-March 2025 payments.

Beginning with the July 2024 enrollment period, payment advances for Local Educational Agencies (LEA) CSPP contractors will be reconciled using the monthly enrollment data submission in the California Preschool Data Collection (CAPSDAC) System. For non-LEA CSPP contractors (e.g. Community-Based Organizations), CDMIS CDD-801A enrollment data will continue to be used for payment advances and reconciliations.

Note: Submitting accurate and correct data in a timely manner into CDMIS and now CAPSDAC, is always important, and especially now as funding advances and true ups will be made based on CDMIS and CAPSDAC data, as applicable.

Expected Date to Receive Allocation

The CDE anticipates that contractors will receive their January-March 2025 Cost of Care Plus Rate allocation the week of December 23, 2024.

As a reminder, funds provided via an apportionment payment to LEAs, including charter schools, must be distributed through the county Treasurer, and LEAs should therefore contact their County Treasurer's Office to coordinate the transfer of funds.

Distribution of Payments to Family Childcare Providers and Subcontractors

When determining the amount to distribute to family childcare providers or subcontractors, CSPP contractors shall use the prior month's enrollment. That is, the January through March 2025 allocations shall be based on December 2024 through February 2025 enrollments. For example, the January 2025 Cost of Care Plus Rate payment will be based on December 2024 enrollments, February 2025 Cost of Care Rate payment will be based on January 2025 enrollments, and the March 2025 Cost of Care Rate payment will be based on February 2025 enrollments.

For CSPP contractors who provide services through family childcare providers operating in their Family Child Care Home Education Network (FCCHEN) or who subcontract with centers, there are specific timelines for passing along the funds to the provider or subcontractor. Specifically:

- For contractors operating a FCCHEN, pursuant to *Education Code* Section 8223.5 and the union agreement, funds must be distributed to the family childcare provider within 21 calendar days of receiving the daily sign-in/sign-out sheets, as referenced in the *California Code of Regulations*, Title 5 Section 17818.

- For contractors who provide services through subcontractors, funds must be distributed to subcontractors each month promptly following the last day of the month in which services are rendered. The CDE recommends these payments be made to centers who are subcontractors no later than 21 calendar days following the last day of the month in which services are rendered.

CSPP contractors who are required to distribute the per-child Cost of Care Plus Rates to providers and subcontractors must not reduce the payment to the provider or subcontractor. As such, the payment to the provider or subcontractor should be based on the per-child amounts identified in Table 1. Contractors who receive an additional allocation for administrative costs may retain the amount provided for this purpose.

Reporting for Cost of Care Plus Rate Payments and Expenditure Deadlines

For information on reporting, deadlines, and allowable uses of these funds, contractors are encouraged to review and reference the Allocations Paid Outside of the CSPP Contract FAQs found at https://www.cde.ca.gov/fg/aa/cd/allocationsfaq.asp.

Program Cost Account and Standardized Account Code Structure Resource Code Information

Cost of Care Plus Rate payments for non-LEAs are funded by the state General Fund. The Program Cost Account (PCA) for non-LEAs is 25737. Cost of Care Plus Rate payments for LEAs are funded by state Proposition 98 funds. The PCA for LEAs is 25738.

LEAs are required to account for revenue and expenditures by using the Standardized Account Code Structure (SACS). This requirement does not apply to non-LEAs. The SACS resource code for Cost of Care Plus Rate payments funded by Proposition 98 funds is 7810. For further detail, contractors can visit the Standardized Account Code Structure query located on the CDE web page, which can be found at https://www.cde.ca.gov/Fg/ac/ac/.

Please let me know if you have questions.

Jenelle Otani, Staff Services Analyst
Early Education & Nutrition Fiscal Services
Fiscal & Administrative Services Division
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901
Phone: 916-324-6561
jotani@cde.ca.gov
http://www.cde.ca.gov/

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

9.2

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION - BOARD OF EDUCATION

To the Board of Trustees: Date: **January 29, 2025**

Subject: **California State Preschool Program (CSPP) Think Together Contract Change Order (POCO)**

Staff Analysis: A Contract Change Order (POCO) is being submitted requesting adding line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data Collection (CAPSDAC). The cost of Care Plus calculations to encumber as of July 2024-June 2025 for 48 children at the rate of $211.00 for twelve months is the sum amount of $121,536.00 dollars.

Recommendation: Staff recommends the Board approve the Contract Change Order as submitted. The cost of the contract is $1,241,215, paid through the California State Preschool Program Grant.

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

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

To the Board of Trustees: Meeting: **February 13, 2025**
Regular Board Meeting

Recommend Approval

9.2
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHANGE ORDER (POCO)

P.O. No. _____ Contract No. CO257716

Original P.O Amount $_____ Contract Original Amount $1,119,679.00

Vendor Name: Think Together Vendor No. 021410

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
_____ Increase Amount Line Item No.: _____
_____ Decrease Amount Line Item No.: _____
✓ Add Line No.: 02
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
✓ Other add Cost of Care rate language

CONTRACTS ONLY

Change Orders:

Contracts Original Amount	$1,119,679.00
Change Order #: 01	$121,536.00
Change Order #: _____	$_____
Change Order #: _____	$_____
New Contract Total (including Change Orders)	$1,241,215.00

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
	120	7810	0	5815	00	0001	1000	000052	066	6102	$121,536	

2/4/25 JMB 2/4/25

Reason for Adjustment: Line 02 to say: Per California Department of Education, pursuant to Senate Bill (SB)140 (Chapter 193, Statutes of 2023), California State Preschool Program (CSPP) contractors will issue monthly payments to subcontractors under the Cost of Care Plus Rate which is based on the number of children enrolled in a CSPP. The monthly amount will be calculated from the prior month's enrollment as reported in the CDE California Preschool Data Collection (CAPSDAC). Cost of Care Plus calculations to encumber as of July 2024-June 2025 for 48 children at the rate of $211.00 for twelve months, is the sum amount of $121,536 dollars.

School/Dept.: Early Learning Dept Requested by: Dianna Ballesteros

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

_____ Director/Program Manager

_____ Procurement Manager

Date Requested: 1/29/25 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.)

2024-25 Cost of Care Plus (Jul 2024 -Jun 2025) Estimates

Think Together Assumptions:	1 @ Adelante I = 19
	1 @ Adelante II = 19
	1 @ McCollam = 10

Contractor	Month	Enrollment Month	# of children	Rate	Sum of Amt
Think Together	2024-07-Jul	2024-06 Jun	48	$ 211.00	$ 10,128.00
	2024-08 Aug	2024-07-Jul	48	$ 211.00	$ 10,128.00
	2024-09 Sep	2024-08 Aug	48	$ 211.00	$ 10,128.00
	2024-10 Oct	2024-09 Sep	48	$ 211.00	$ 10,128.00
	2024-11 Nov	2024-10 Oct	48	$ 211.00	$ 10,128.00
	2024-12 Dec	2024-11 Nov	48	$ 211.00	$ 10,128.00
	2025-01 Jan	2024-12 Dec	48	$ 211.00	$ 10,128.00
	2025-02 Feb	2025-01 Jan	48	$ 211.00	$ 10,128.00
	2025-03 Mar	2025-02 Feb	48	$ 211.00	$ 10,128.00
	2025-04 Apr	2025-03 Mar	48	$ 211.00	$ 10,128.00
	2025-05 May	2025-04 Apr	48	$ 211.00	$ 10,128.00
	2025-06 Jun	2025-05 May	48	$ 211.00	$ 10,128.00
Think Together Total					$ 121,536.00

Purchase Order **No.** CO 257716

MERCHANDISE MUST SHOW THIS NUMBER ON INVOICES, PACKAGES AND CORRESPONDENCE.

Alum Rock Union School District

2930 Gay Ave, San Jose, CA 95127-2398
Accts Payable: 408-928-6852
Purchasing: 408-928-6838

SHIP TO: DISTRICT WAREHOUSE
2930 GAY AVE.
SAN JOSE, CA 95127

VENDOR: 021410
Phone: (888)485-8446
Fax: (714)543-3852
Email:

TO: THINK TOGETHER
2101 E. FOURTH ST., STE. B-200
SANTA ANA CA 92705

PO DATE	SUBMITTED BY	SITE NAME	REQ. NO.
09/30/2024	MARIELA HEREDIA	EARLY LEARN CTR	251368
TERMS	SEPT.24 OVER $100K FOB	DIANNA BALLESTEROS	DELIVERY DATE

ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE	STORES #
			PLEASE ENTER OUR ORDER FOR THE FOLLOWING			
01	1		*** SERVICE CONTRACT OVER $100K *** THINK TOGETHER IN COORDINATION WITH ARUSD, WILL OFFER A COMPREHENSIVE LICENSED PRESCHOOL PROGRAM AT ADELANTE 1, ADELANTE II, AND MCCOLLAM WHICH MEETS THE DEVELOPMENT NEEDS OF THE CHILDREN IT SERVES. IT WILL OPERATE AS A FULL-DAY/FULL-YEAR PROGRAM OR 246 DAYS AND OFFER A 7 HOUR PROGRAM TO SERVE UP TO 48 CHILDREN. TERMS: 09/13/2024 - 06/30/2025 BOARD APPROVED SEPTEMBER 12, 2024	1,119,679.00	1,119,679.00	000000

Sub Total	1,119,679.00
Tax	0.00
Shipping & Handling	0.00
PO Total	1,119,679.00

PO VENDOR INSTRUCTIONS

1. Invoices should be sent to Alum Rock District at the address show above.
2. Above purchase order number must appear on all invoices and packing slips.
3. NOTE: District will not honor any commitment made without a purchase order.
4. This purchase order can't be processed for payment until all articles are delivered, unless written permission is obtained.
5. The total amount of the purchase including tax and shipping c harges shall not exceed the amount shown by more than 10% unless written permission is obtained from purchasing dept.
6. Make no substitutions unless specifically authorized in writing.
7. All articles must conform to all CAL-OSHA safety codes. Send all MSDS reports with orders.
8. No backorders.

By _____
AUTHORIZED SIGNATURE

VENDOR COPY

---------- Forwarded message ---------
From: **Jenelle Otani** <JOtani@cde.ca.gov>
Date: Thu, Dec 12, 2024 at 11:38 AM
Subject: CSPP Cost of Care Plus Rate Allocation For January-March 2025 - Vendor 6936
To: teresa.langner@arusd.org <teresa.langner@arusd.org>, Dr. Dianna J. Ballesteros <dianna.ballesteros@arusd.org>
, maria.bonilla@arusd.org <maria.bonilla@arusd.org>

California State Preschool Program Cost of Care Plus Rate

This email serves to provide information to California State Preschool Program (CSPP) contractors about the Cost of Care Plus Rate allocations provided to family childcare providers and CSPP centers pursuant to Senate Bill (SB) 140 (Chapter 193, Statutes of 2023). The Cost of Care Plus Rate is a monthly payment for contractors, family childcare providers, and subcontractors based on the number of children enrolled in a CSPP. These payments will be issued to CSPP contractors beginning January 2024 through June 2025.

This email serves to provide your agency with information about your upcoming payment in the amount of $118,897.

Allocation Methodology

Pursuant to SB 140, allocations are based on a per-child rate amount dependent upon the region in which the family childcare provider or center is located, as well as a 10 percent administrative fee to state preschool programs who are required to distribute payments to providers or subcontractors, as applicable.

To provide funding in a timely manner, the CDE is issuing Cost of Care Plus Rates as quarterly advances to CSPP contractors. Your upcoming apportionment in the amount of $118,897 is intended to provide funding to your agency for January through March 2025 allocations. However, the January through March 2025 allocation also includes a reconciliation of prior advances. Specifically, the upcoming allocation was determined using the following methodology:

1. A reconciliation of May-July 2024 Cost of Care Plus Rate advances utilizing locked April-June 2024 CDD-801A enrollment data submitted by contractors via the Child Development Management Information System (CDMIS) to determine whether the CDE over- or under- allocated funding for this time period.
2. Determined the payment advance for January-March 2025 Cost of Care Plus Rate payments. Based on May 2024 CDD-801A enrollment data submitted via the CDMIS, the total monthly allocation, inclusive of the per-child amount and any administrative allocation, was multiplied by three to provide CSPP contractors with quarterly advances.
3. The January-March 2025 advance was adjusted by any calculated over-or-under-allocated funds from the January-July 2024 advances, if applicable.

Table 1 provides information on the actual enrollment submitted by your agency between April and June 2024 and the calculated allocation associated with actual enrollment data for this time period. This information was used to adjust, if applicable, the allocation for the January-March 2025 advance, as shown in Table 2.

Table 1: May-July 2024 Actual Allocation

Service County	Monthly Per Child	Number of Children	Number of Children	Additional 10% Administrative Fee	Total Allocation

	Rate*	Enrolled in CSPP from April-June 2024	Enrolled in a FCCHEN Setting or a Center Through a Subcontract	Per Child Enrolled in a FCCHEN/Through Subcontract	for May-July 2024
Santa Clara	211	353	353	7,448	81,931

*To view the regions, counties within each region, and monthly per-child amounts, please see the Allocations Paid Outside of the CSPP Contract Frequently Asked Questions (FAQs) at https://www.cde.ca.gov/fg/aa/cd/allocationsfaq.asp#what-is-the-methodology-for-these-allocations.

Table 2: Apportionment for January-March 2025 Advance

Balance after January-April 2024 Reconciliation/October-December 2024 Advance	-
May-July 2024 Actual Allocation	81,931
May-July 2024 Advances	42,411
May-July 2024 (Over)/Under Allocated	39,520
January-March 2025 Quarterly Advance (Based on May 2024 801A Data)	79,377
Total Payment to Agency	118,897

Payment advances will continue to be reconciled after CDD-801A data is locked and subsequent advances may be adjusted based on CDE's assessment of whether the previous advance over- or under- allocated funds to your agency. Any over-allocated funds from January-July 2024 are intended to cover January-March 2025 payments.

Beginning with the July 2024 enrollment period, payment advances for Local Educational Agencies (LEA) CSPP contractors will be reconciled using the monthly enrollment data submission in the California Preschool Data Collection (CAPSDAC) System. For non-LEA CSPP contractors (e.g. Community-Based Organizations), CDMIS CDD-801A enrollment data will continue to be used for payment advances and reconciliations.

Note: Submitting accurate and correct data in a timely manner into CDMIS and now CAPSDAC, is always important, and especially now as funding advances and true ups will be made based on CDMIS and CAPSDAC data, as applicable.

Expected Date to Receive Allocation

The CDE anticipates that contractors will receive their January-March 2025 Cost of Care Plus Rate allocation the week of December 23, 2024.

As a reminder, funds provided via an apportionment payment to LEAs, including charter schools, must be distributed through the county Treasurer, and LEAs should therefore contact their County Treasurer's Office to coordinate the transfer of funds.

Distribution of Payments to Family Childcare Providers and Subcontractors

When determining the amount to distribute to family childcare providers or subcontractors, CSPP contractors shall use the prior month's enrollment. That is, the January through March 2025 allocations shall be based on December 2024 through February 2025 enrollments. For example, the January 2025 Cost of Care Plus Rate payment will be based on December 2024 enrollments, February 2025 Cost of Care Rate payment will be based on January 2025 enrollments, and the March 2025 Cost of Care Rate payment will be based on February 2025 enrollments.

For CSPP contractors who provide services through family childcare providers operating in their Family Child Care Home Education Network (FCCHEN) or who subcontract with centers, there are specific timelines for passing along the funds to the provider or subcontractor. Specifically:

- For contractors operating a FCCHEN, pursuant to *Education Code* Section 8223.5 and the union agreement, funds must be distributed to the family childcare provider within 21 calendar days of receiving the daily sign-in/sign-out sheets, as referenced in the *California Code of Regulations*, Title 5 Section 17818.

- For contractors who provide services through subcontractors, funds must be distributed to subcontractors each month promptly following the last day of the month in which services are rendered. The CDE recommends these payments be made to centers who are subcontractors no later than 21 calendar days following the last day of the month in which services are rendered.

CSPP contractors who are required to distribute the per-child Cost of Care Plus Rates to providers and subcontractors must not reduce the payment to the provider or subcontractor. As such, the payment to the provider or subcontractor should be based on the per-child amounts identified in Table 1. Contractors who receive an additional allocation for administrative costs may retain the amount provided for this purpose.

Reporting for Cost of Care Plus Rate Payments and Expenditure Deadlines

For information on reporting, deadlines, and allowable uses of these funds, contractors are encouraged to review and reference the Allocations Paid Outside of the CSPP Contract FAQs found at https://www.cde.ca.gov/fg/aa/cd/allocationsfaq.asp.

Program Cost Account and Standardized Account Code Structure Resource Code Information

Cost of Care Plus Rate payments for non-LEAs are funded by the state General Fund. The Program Cost Account (PCA) for non-LEAs is 25737. Cost of Care Plus Rate payments for LEAs are funded by state Proposition 98 funds. The PCA for LEAs is 25738.

LEAs are required to account for revenue and expenditures by using the Standardized Account Code Structure (SACS). This requirement does not apply to non-LEAs. The SACS resource code for Cost of Care Plus Rate payments funded by Proposition 98 funds is 7810. For further detail, contractors can visit the Standardized Account Code Structure query located on the CDE web page, which can be found at https://www.cde.ca.gov/Fg/ac/ac/.

Please let me know if you have questions.

Jenelle Otani, Staff Services Analyst
Early Education & Nutrition Fiscal Services
Fiscal & Administrative Services Division
California Department of Education
1430 N Street, Suite 2213
Sacramento, CA 95814-5901
Phone: 916-324-6561
jotani@cde.ca.gov
http://www.cde.ca.gov/

10.1

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:**

December 2, 2024, Special Board Meeting
December 19, 2024, Regular Board Meeting
January 11, 2025, Board Retreat/Special Board Meeting
January 16, 2025, Regular Board Meeting
January 21, 2025, Special Board Meeting
January 24, 2025, Special Board Meeting

RECOMMEND APPROVAL

Submitted by: German Cerda Title: Superintendent

To the Board of Trustees: Meeting: February 13, 2024
Regular Board Meeting

Recommend Approval

10.01
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: Seconded by:

Approved: Not Approved: Tabled:

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

MINUTES OF A SPECIAL BOARD MEETING
BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Monday, December 2, 2024, at 5:30 p.m. at the Alum Rock Union School Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #19-24/25

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 5:32 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (Vice-President) *arrived at 5:35 pm*, Minh Pham (Clerk), Corina Herrera-Loera (Member)(Virtual), and Andrea Flores Shelton (Member).

Administrative and Support Staff Members present were German Cerda (Superintendent), Sandra Garcia (Assistant Superintendent, Instructional Services), Teresa DeCelles (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.

2. Superintendent/ Board Business

2.01 Consideration and Approval of Superintendent's Revised Recommendation Re: School Closures and Consolidations; Approve Resolution 24-25/26 Re: School Closures and Consolidation.

Francie Heim, a Fiscal Expert from Santa Clara County of Education, spoke about the district's fiscal condition.

2. Superintendent/ Board Business *(continued)*

Emmanuel Barbara gave a PowerPoint presentation regarding school closures.

Superintendent Cerda presented a presentation regarding the school closures and consolidation.

Clerk Minh Pham spoke about his proposal.

MOTION #01-19 by Clerk Minh Pham to approve the proposal with most non-monetary amendments about the Vietnamese Dual Immersion. MOTION #01-19 was seconded by Vice-President Andrés Quintero.

Amendments are as follows:

1. Painter Elementary retains a separate Vietnamese-speaking community liaison to work with the Vietnamese Dual-Language Immersion Program.
2. Painter teachers remain separate from Sheppard teachers for site-level memorandums of understanding with the Alum Rock Educators' Association (AREA).
3. Sufficient classroom space on the Painter site to be maintained for grades TK-2nd, along with access to restrooms and playground for elementary grades.
4. Current English program students at Painter are to be offered a choice to stay with the consolidated Painter. Those wishing not to continue at the consolidated Painter Elementary may attend McCollam Elementary or Russo McEntee Academy.
5. Adequate separation for Painter grades 3-5 from Sheppard Middle School population to be maintained.
6. Painter Elementary retains the use of the existing marquee.

Roll Call Vote: MOTION #01-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

2.02 Approve Exhibit 9250, Second Reading -Remuneration, Reimbursement and Other Benefits.

MOTION #02-19 by Member Corina Herrera-Loera to approve Action Item 5.01 as presented. MOTION #02-19 was seconded by President Linda Chavez.

Roll Call Vote: MOTION #02-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

3. Business

3.01 Info/Action: Fiscal Stabilization Plan.

Assistant Superintendent DeCelles gave a presentation regarding the Fiscal Stabilization Plan.

MOTION #03-19 by Clerk Minh Pham to approve Action Item 2.01 with the amendments to add the Cesar Chavez Early Learning Center redesign. MOTION #03-19 was seconded by Vice-President Andrés Quintero.

Public Comment:
Olivia Ortiz and Eddie Correa.

Roll Call Vote: MOTION #01-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4. Adjournment

4.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 9:45 p.m.

Respectfully submitted,

_____

Minh Pham, Board Clerk

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

MINUTES OF THE ANNUAL ORGANIZATIONAL REGULAR MEETING OF THE BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Thursday, December 19, 2024, 5:30 p.m. at Alum Rock Union School
Board Members and Superintendent participated at 2851Gay Avenue San Jose, CA 95127
Meeting #19-24/25

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 5:33 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (Vice-President), Minh Pham (Clerk), Corina Herrera-Loera (Member), Minh Nguyen (Member)

Administrative and Support Staff Members present were German Cerda (Superintendent), Sandra Garcia (Assistant Superintendent, Instructional Services), Teresa DeCelles (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 ACTION: Annual Organizational Meeting, Nomination and Election of Board President.

MOTION #01-19 by Clerk Minh Pham to nominate Member Linda Chavez. Member Linda Chavez accepted.

MOTION #01-19 carried* with a *vote of 4 in favor; one opposition(Member Corina Herrera-Loera); no absent; and no abstention.

1. **OPEN SESSION** *(continued)*

1.03 ACTION: Annual Organizational Meeting, Nomination and Election of Board Vice-President.

MOTION #02-19 by Clerk Minh Pham to nominate Member Andrés Quintero Vice-President Andrés Quintero accepted.

MOTION #02-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

1.04 ACTION: Annual Organizational Meeting, Nomination and Election of Board Clerk.

MOTION #03-19 by Vice-President Andrés Quintero to nominate Member Minh Pham. Clerk Minh Pham accepted.

MOTION #03-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

1.05 ACTION: Approve and Appoint the Superintendent As The Secretary of the Board.

MOTION #04-19 by Vice-President Andrés Quintero to nominate the Superintendent. MOTION #04-19 was seconded by Member Corina Herrera-Loera.

MOTION #04-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

1.06 Discussion And/Or Modification(s) of the Agenda

President Linda Chavez asked to pull item 8.06.

MOTION #05-19 by President Linda Chavez to approve the agenda with the edits. MOTION #05-19 was seconded by Clerk Minh Pham.

MOTION #05-19 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: Female speaker.

3. Comments and Communications

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 Superintendent and 3.06 Board of Trustees/Communications/Comments.

4. Superintendent/Board Business

4.01 Discussion/Action to Waive Second Reading Requirement of Board Bylaw 9310 and to Approve Amendments to Board Bylaw 9320 Upon First Reading.

MOTION #06-19 by Member Corina Herrera-Loera to approve Action Item 4.01 as presented. MOTION #06-19 was seconded by Vice-President Andrés Quintero.

MOTION #06-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4.02 Approve Proposed Board Meeting Calendar for 2025. The Board will discuss and determine the proposed schedule for the Regular Board Meetings for the calendar year from January through December 2025. Proposed dates include: January 16 and 30; February 13 and 27; March 13 and 27; April 10 and 24; May 8 and 22, June 12 and June 26; July 17 and 31; August 14 and 28; September 11 and 25; October 9 and 23; November 6 and 20; and December 4 and 18.

MOTION #07-19 by Member Corina Herrera-Loera to approve Action Item 4.02 as presented. MOTION #07-19 was seconded by President Linda Chavez.

AMENDED MOTION #08-19 by Member Corina Herrera-Loera to approve the calendar with changes to only add April 24 and December 18th. MOTION #08-19 was seconded by President Linda Chavez.

MOTION #08-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4.03 Approve Resolution #29-24/25 Proclaiming January 2025 as School Board Recognition Month.

MOTION #09-19 by Vice-President Andrés Quintero to approve Action Item 4.01 as presented. MOTION #09-19 was seconded by Clerk Minh Pham.

MOTION #09-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4. Superintendent/Board Business *(continued)*

4.04 Discuss the process for the Board Self-Evaluation 2025.

The Board discussed the process for the Board Self-Evaluation.

Public Comment: Eddie Correa.

4.05 Board-Created Committees. Creation/dissolution of, and/or appointment to, Board-Created committees, as per Board Bylaw 9130.

Budget Committee: President Linda Chavez and Clerk Minh Pham

MOTION #10-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

Curriculum & Safety & Wellness Committee: Clerk Minh Pham and Member Minh Nguyen

MOTION #11-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

Workforce Housing Committee: Vice-President Andrés Quintero and President Linda Chavez

MOTION #12-19 carried* with a *vote of 4 in favor; one opposition (Member Corina Herrera-Loera); no absent; and no abstention.

Community Engagement: Vice-President Andrés Quintero and Clerk Minh Pham.

MOTION #13-19 carried* with a *vote of 4 in favor; one opposition (Member Corina Herrera-Loera); no absent; and no abstention.

Repurpose & Refurbish the facility at 600 Sinclair Drive, San Jose, CA (Former MACSA Facility) Committee: Vice-President Andrés Quintero and President Linda Chavez.

MOTION #14-19 carried* with a *vote of 4 in favor; one opposition (Member Corina Herrera-Loera); no absent; and no abstention.

Small Schools & Innovation: Vice-President Andrés Quintero and Member Minh Pham.

MOTION #15-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4. **Superintendent/Board Business** *(continued)*

4.06 Approval to Appoint the Board Representative for the County Committee Election for 2025. The California Education Code requires that the Governing Board of each school district, at its annual initial meeting, select one of its members to vote in the election for members of the County Committee on School District Organization.

MOTION #16-19 by President Linda Chavez to nominate Clerk Minh Pham. MOTION #16-19 was seconded by Member Corina Herrera-Loera.

MOTION #16-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4.07 Action/Review Needed: November 5, 2024 General Election Certification of Election Results for School Districts (Alum Rock Union School District).

Public Comment: Andrea Flores Shelton

MOTION #17-19 by Vice-President Andrés Quintero to approve Action Item 4.07 as presented. MOTION #17-19 was seconded by President Linda Chavez.

MOTION #17-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4.08 Discussion/Action to Waive Second Reading Requirement of Board Bylaw 9310 and to Approve Amendments to Board Bylaw 9270 Upon First Reading.

MOTION #18-19 by Clerk Minh Pham to approve Action Item 4.08 as presented. MOTION #18-19 was seconded by Vice-President Andrés Quintero.

MOTION #18-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

4.09 Approval and Ratification between Alum Rock Union School District and East Side Foundation for the period of November 15, 2024, through December 30, 2024.

MOTION #19-19 by Vice-President Andrés Quintero to approve Action Item 4.09 as presented. MOTION #19-19 was seconded by Member Corina Herrera-Loera.

MOTION #19-19 carried* with a *vote of 4 in favor; no opposition; no absent; and one abstention (Member Minh Nguyen).

5. Business

5.01 Approve 2024-25 First Interim Report.

MOTION #20-19 by Member Corina Herrera-Loera to approve Action Item 5.01 as presented. MOTION #20-19 was seconded by Vice-President Andrés Quintero.

MOTION #20-19 carried* with a *vote of 4 in favor; no opposition; no absent; and one abstention (Member Minh Nguyen).

5.02 Approve Strategic Energy Plan – Next Phase Implementation.

MOTION #21-19 by Vice-President Andrés Quintero to adopt the proposed site, including the Ocala site and the District Office. MOTION #21-19 was seconded by President Linda Chavez.

MOTION #21-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

5.03 Approve Renewal of Premises Use Agreement (PUA) Between the District and City of San Jose to Allow the City's Office of Emergency Management to Use Certain Facilities Owned by the District During Emergencies for Shelter or Mass Care Services.

MOTION #22-19 by Vice-President Andrés Quintero to approve Action Item 5.03 as presented. MOTION #22-19 was seconded by Member Corina Herrera-Loera.

MOTION #22-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6. Instructional Services

6.01 Approve School Sponsored Field Trip List.

MOTION #23-19 by Clerk Minh Pham to approve Action Item 6.01 as presented. MOTION #23-19 was seconded by Vice-President Andrés Quintero.

MOTION #23-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6. Instructional Services *(continued)*

6.02 Approve Resolution No. 28-24/25 Lunar New Year January 29, 2025.

MOTION #24-19 by Clerk Minh Pham to approve Action Item 6.02 as presented. MOTION #24-19 was seconded by Vice-President Andrés Quintero.

MOTION #24-19 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

7. Human Resources

7.01 Resignations.

8. CONSENT CALENDAR

President Linda Chavez pulled item 8.06

There was a consensus from the Board to combine and take action on ***Agenda Items 8.01, 8.02, 8.03, 14.04, 8.05, 8.07, 8.08, 8.09, and 8.10.***

MOTION #25-19 by Clerk Minh Pham to approve Agenda Items *8.01, 8.02, 8.03, 14.04, 8.05, 8.07, 8.08, 8.09, and 8.10* as presented. MOTION #25-19 was seconded by Member Corina Herrera-Loera.

Public Comment: Rashall Comandor and Leticia Barajas.

MOTION #25-19 carried* with a *vote of 4 in favor; no opposition; no absent; and one abstention(Member Minh Nguyen).

9. Closed Session

9.01 Recess to Closed Session

The Board recessed to closed session.

10. RECONVENE TO OPEN SESSION

10.01 Report of Action Taken in Closed Session.

President Linda Chavez said there was a quorum.

11. Future Board Agenda Requests

11.01 Future Board Agenda Request

12. ADJOURNMENT

12.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 8:30 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 BOARD/RETREAT SPECIAL BOARD MEETING
BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Saturday, January 11, 2025, at 8:00 a.m. at the Alum Rock Union School Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #21-24/25

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 8:23 am, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (vice president), Minh Pham (Clerk), Corina Herrera-Loera (Member), and Minh Nguyen (Member).

Administrative and Support Staff Members present were German Cerda (Superintendent) and Maribel Carrillo (Sr. Executive Assistant, Superintendent's Office)

Call to order/Roll Call/Pledge of Allegiance: President Linda Chavez stated there was a quorum.

2. Superintendent/ Board Business

2.01 Board Goals; Board and Board Member Roles and Relationships. DISCUSSION ONLY – NO ACTION (Retreat to be facilitated by Emmanuel Barbara)

The board discussed their relationship and the expectations for the superintendent.

3. Adjournment

3.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 1:28 p.m.

Respectfully submitted,

_____

Minh Pham, Board Clerk

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

MINUTES OF A REGULAR MEETING OF THE BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Thursday, January 16, 2025, 5:30 p.m. Alum Rock Union School
Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #21-24/25

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) *arrived at 5:32 pm*, Minh Pham (Clerk), Corina Herrera-Loera (Member), and Minh Nguyen (Member).

Administrative and Support Staff Members present were German Cerda (Superintendent), Sandra Garcia (Assistant Superintendent, Instructional Services), Teresa DeCelles (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

Member Corina Herrera-Loera asked to move item 4.3 before item 4.1.

MOTION #01-21 by Clerk Minh Pham to approve the agenda with the edits. MOTION #01-21 was seconded by Vice-President Andrés Quintero.

MOTION #01-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

2. Public Members Who Wish To Address The Board

2.1 Requests to Address the Board

Public Comment: Maria Martinez, Rosa Lara Fernandez, Veronica Talton, James Wright, and Female speaker.

3. Comments and Communications

3.1 Teamsters, 3.2 California School Employee's Association (CSEA), 3.3 Alum Rock Educator's Association (AREA), 3.4 Alum Rock Administrator's Association (ARAA),3.5 Superintendent and 3.6 Board of Trustees/Communications/Comments.

4. Special Presentation

4.3 Presentation: On behalf of the American Heart Association.

Claudia Rossi, RN from Bay Area Community Health, came and provided a presentation regarding high blood pressure.

4.1 Certificated and Classified Layoff Process

Assistant Superintendent Torrico gave a PowerPoint Presentation regarding the Certificated and Classified Layoff Process.

4.2 2024 California Dashboard: District Performance Overview.

Director Tara Bickford and Director Kiela Jimenez gave a PowerPoint Presentation regarding the California Dashboard.

Public Comment: Female speaker and Sandra Rivera.

5. Superintendent/Board Business

5.1 Approve a contract with Alum Rock Union School District and CSBA (GAMUT) to provide services for policy development for the period January 17, 2025, through June 30, 2025, for $12,645.00

MOTION #02-21 by Vice-President Andrés Quintero to approve Action Item 5.1 as presented. MOTION #02-21 was seconded by Member Corina Herrera-Loera.

MOTION #02-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6. Instructional Services

6.1 Approve School Sponsored Field Trip List.

MOTION #03-21 by Vice-President Andrés Quintero to approve Action Item 6.1 as presented. MOTION #03-21 was seconded by Clerk Minh Pham.

MOTION #03-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6.2 African American History Month

MOTION #04-21 by Member Corina Herrera-Loera to approve Action Item 6.2 as presented. MOTION #04-21 was seconded by Vice-President Andrés Quintero.

MOTION #04-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6.3 The Great Kindness Challenge Week – January 27th-31st, 2025

MOTION #05-21 by Clerk Minh Pham to approve Action Item 6.3 as presented. MOTION #05-21 was seconded by Member Corina Herrera-Loera.

MOTION #05-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

6.4 Quarterly Report on Williams Uniform Complaints

MOTION #06-21 by Clerk Minh Pham to approve Action Item 6.4 as presented. MOTION #06-21 was seconded by Vice-President Andrés Quintero.

MOTION #06-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

7. Human Resources

7.1 Approval of District Memorandum of Understanding with AREA

MOTION #07-21 by Clerk Minh Pham to approve Action Item 7.1 as presented. MOTION #07-21 was seconded by Member Corina Herrera-Loera.

MOTION #07-21 carried* with a *vote of 5 in favor; no opposition; no absent; and no abstention.

7. **Human Resources** *(continued)*

7.2 Resignations.

8. **CONSENT CALENDAR**

There was a consensus from the Board to combine and take action on ***Agenda Items 8.01, 8.02, 8.03, 8.04, 8.05, and 8.10.***

MOTION #08-21 by Clerk Minh Pham to approve Agenda Items *8.01, 8.02, 8.03, 8.04, 8.05, and 8.10* as presented. MOTION #08-21 was seconded by Member Corina Herrera-Loera.

Public Comment: Maria Martinez, Kesely Rothrock, Arley Edmond, Kathleen Nicolos, and Loretta Tanner.

MOTION #08-21 carried* with a *vote of 4 in favor; no opposition; no absent; and one abstention (Clerk Minh Pham).

9. **Closed Session**

9.01 Recess to Closed Session

The Board recessed to closed session. There was no public comment.

10. **RECONVENE TO OPEN SESSION**

10.01 Report of Action Taken in Closed Session.

President Linda Chavez said there was a quorum.

Superintendent Cerda said no action had been taken.

11. **Future Board Agenda Requests**

11.01 Future Board Agenda Requests

12. ADJOURNMENT

12.01 President Adjourns the Meeting

The Board adjourned in memory of Jethroe Moore.

President Linda Chavez adjourned the meeting at 9:26 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 BOARD/RETREAT SPECIAL BOARD MEETING
BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Tuesday, January 21, 2025, at 6:30 p.m. at the Alum Rock Union School Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #22-24/25

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 6:30 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (vice president) *(arrived at 6:38 pm)*, Minh Pham (Clerk), Corina Herrera-Loera (Member), and Minh Nguyen (Member).

Administrative and Support Staff Members present were German Cerda (Superintendent), Sandra Garcia (Assistant Superintendent, Instructional Services), Teresa DeCelles (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.

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.

President Linda Chavez said there was a quorum. She said there was nothing to report.

4. Adjournment

4.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 7:38 p.m.

Respectfully submitted,

Minh Pham, Board Clerk

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

MINUTES OF A BOARD/RETREAT SPECIAL BOARD MEETING
BOARD OF TRUSTEES
of the Alum Rock Union School District
Held on Friday, January 24, 2025, at 6:00 p.m. at the Alum Rock Union School Board Members and Superintendent participated at 2930 Gay Avenue San Jose, CA 95127
Meeting #24-24/25

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 6:31 pm, followed by Roll Call. Board Members present were Linda Chavez (President), Andrés Quintero (vice president) *(arrived at 6:10 pm)*, Minh Pham (Clerk), Corina Herrera-Loera (Member), and Minh Nguyen (Member).

Administrative and Support Staff Members present were German Cerda (Superintendent), Sandra Garcia (Assistant Superintendent, Instructional Services), Teresa DeCelles (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.

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.

President Linda Chavez said there was a quorum. She said there was nothing to report.

4. Adjournment

4.01 President Adjourns the Meeting

President Linda Chavez adjourned the meeting at 7:14 p.m.

Respectfully submitted,

_____

Minh Pham, Board Clerk

10.2

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: **February 13, 2025**

Subject: **Approve/Ratify Notices of Employment and Changes of Status/Feb 13, 2025**

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 CT Title: Asst. Superintendent, Human Resources

Approved by: Cesar Torrico Title: Asst. Superintendent, Human Resources

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

10.2
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

CLASSIFIED PERSONNEL – February 13, 2025

CLASSIFIED OFFERS OF EMPLOYMENT:

I.	**Change of Status:**		
	1. Arroyo Rojas, Guillermina	School Office Assistant & Campus Paraeducator/ Linda Vista	01/31/2025
	2. Badillo, Marisol	Paraeducator 9.5mo & Campus Paraeducator/ Adelante II	01/21/2025
II.	**Termination – Probation Period:**		
	1. Zamora Zaragoza, Guadalupe	Paraeducator Special Education II/Cassell	02/10/2025

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT-
HUMAN RESOURCES DEPARTMENT
MEETING OF THE BOARD OF TRUSTEES
February 13, 2025

CERTIFICATED OFFER OF EMPLOYMENT:

I. **Substitute Residential Teacher Contracts:**

1.	Cerna Anaya, Estefani	01/25/2025-02/24/2025
2.	Chaves, Israel	01/25/2025-02/24/2025
3.	Donoghue, Margo	02/01/2025-02/282025
4.	Faines, Anna Lynn	01/25/2025-02/24/2025
5.	Fenstermaker, Andrew	01/25/2025-02/24/2025
6.	Moncada, Hector	01/25/2025-02/24/2025
7.	Morquecho, Leticia	01/25/2025-02/24/2025
8.	Perez, Irvin	01/25/2025-02/24/2025
9.	Saavedra, Noe	01/25/2025-02/24/2025

II. **Contracts:**

1.	Navarro, Michael	Copita/Dorsa Elementary	02/14/2025-06/30/2025
2.	DeVera Pastor, Erica	Copita/Linda Vista Elementary	02/14/2025-03/31/2025

CERTIFICATED CHANGES OF STATUS:

III. **Ed Code Assignment EC §44831- 2024/2025 School year:**

1.	Chan, Sarah	Speech Therapist/Special Education Department
2.	Schongut-Hendel, Graciela	Speech Therapist/Special Education Department

Under the provisions of this statute, the governing board of a school district or a county office of education may contract or employ an individual to provide speech and language services if the individual has verified the following: 1) master's degree in communicative disorders, 2) valid license issued by the Speech-Language Pathology and Audiology Board, 3) passage of the California Basic Educational Skills Test (CBEST), and 4) the criminal record summary pursuant to EC.

10.3

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: February 4, 2025

Subject: **Acceptance of Donations**

Staff Analysis: The District has received donations as summarized on the sheet dated February 13, 2025.

Recommendation: Staff recommends approval for acceptance of these donations.

Approved by: Teresa DeCelles TD Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

10.3
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
February 13, 2025

ACCEPTANCE OF DONATIONS

DONOR NAME	DESCRIPTION OR PURPOSE	ESTIMATED VALUE	RECEIVING SCHOOL OR DEPARTMENT
DonorsChoose.Org	Materials & Supplies	Stylus / Copy Paper / Blk Toner / 28 pcs Picks Guitar Tuner / 5 qty Pitchclip Tuner	George Middle

JOSEPH GEORGE VAPA ACADEMY

A VISUAL AND PERFORMING ARTS ACADEMY

Where Everyday is a Work of Art in Progress!

BUSINESS OFFICE
JAN 17 2025 PM4:25

Date: 1/14/25

To: Honorable Board Members
Alum Rock Union Elementary School District

From: Jacqueline Montejano, Principal

Please accept the following items as donations from DonorsChoose for Ms. Ordaz's classroom.

1 - Targus AMM01TBUS Universal Stylus Black Each
1 - Astrobrights Premium Copy Paper, 8 ½ x 11
1 - Canon 128 Black Standard Yield Toner Cartridge
1 - MOREYES 28Pcs Picks Guitar Tuner Clip-On
5 - KORG PC2 Pitchclip 2 Clip-On Tuner Black

Thank you in advance for your approval.

Sincerely,

Jacqueline Montejano
Principal

Jacqueline Montejano, ***Principal*** **Luis Arreola,** ***Assistant Principal***

277 Mahoney Drive, San Jose, CA 95127 ✦ 408-928-7600 ✦ www.george.arusd.org

10.4

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: February 4, 2025

Subject: **Approval of Fundraising Activities**

Staff Analysis: The District has received fundraising requests as summarized on the attached sheet dated February 13, 2025.

Recommendation: Staff recommends approval of these fundraising event requests.

Approved by: Teresa DeCelles TD Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

10.4
Agenda Placement

Germán Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
February 13, 2025

APPROVAL OF FUNDRAISING ACTIVITY

SCHOOL	FUNDRAISING ACTIVITY	ACTIVITY SPONSOR	DATE
Adelante II Academy	Valentine Date Night Sales	PTA	02/13/25-02/13/25
Dorsa Elementary	Valentine Grams' Sales	ASB	02/14/25-02/14/25
Dorsa Elementary	Movie Night Sales	ASB	02/28/25-02/28/25
Dorsa Elementary	Book Fair Sales	ASB	03/03/25-03/08/25
McCollam Elementary	Valentine Grams' Sales	ASB	02/14/25-02/14/25
McCollam Elementary	Book Fair Sales	PTO	03/03/25-03/07/25
Ocala STEAM Academy	Chocolate Bar Sales	AYA	03/10/25-04/30/25
Painter Elementary	Online School Store Sales	ASB	03/01/25-06/30/25
Painter Elementary	Book Fair Sales	ASB	03/24/25-03/28/25
Russo/McEntee Academy	Panda Express Sales	ASB	01/30/25-01/30/25
Russo/McEntee Academy	Chuck E. Cheese Pizza Sales	ASB	02/28/25-02/28/25
Russo/McEntee Academy	Walk-a-thon Sales	ASB	03/27/25-03/27/25
Russo/McEntee Academy	Book Fair Sales	ASB	05/12/25-05/16/25

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS SERVICES

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: 5 **(From Financial Plan)**

School Name: Adelante 2 Date: 1/07/2025

Description of Event: Type Family Valentine date night Vendor Yogurtland

Purpose for Event: Fundraising for future events

If selling food what are the items: Yogurt Brand and package size: Whatever the store provides.

Explain how food is handled/stored prior to or day of event: Per store code protocol

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 2/13/2025 Time of Event: 4pm - 9pm

Contact Person: Denise Rodriguez

Location of Proposed Activity: 1110 S. King Rd #36 San Jose CA 95122

Status of Event (please check one): ☒ New Event ☐ Held previously (years): _____

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☐

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: _____ 1/09/25
Signature Date

Reviewed by Business Services: _____ Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Dorsa Elementary Date: 01/17/2025

Description of Event: Type Valentines Gram (Pencils) Vendor n\a

Purpose for Event: To raise funds for 5th grade science camp and ASB activities.

If selling food what are the items: NO FOOD Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: X Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 2/14/25 Time of Event: All Day

Contact Person: Kelsey White / Daisy Madrigal

Location of Proposed Activity: Campus

Status of Event (please check one): ☑ New Event ☐ Held previously (years): _____

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed?	Yes ☐	No ☐	N/A ☑
Has Revenue Potential form been prepared? (For ASB Only - Form must be included)	Yes ☑	No ☐	
Other Background information (Is proposed fundraising event on current ASB budget?)	Yes ☑	No ☐	

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: KWhite Signature _____ Date

Reviewed by Business Services: Maria Diaz Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Dorsa Elementary Date: 01/17/2025

Description of Event: Type Movie Night Vendor n\a

Purpose for Event: To raise funds for 5th grade science camp and ASB activities.

If selling food what are the items: Concessions Brand and package size: Popcorn, candy, juice water, etc.

Explain how food is handled/stored prior to or day of event: All food is packaged.

Event Sponsor (please check one) ASB: X Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 2/28/25 Time of Event: 5 pm

Contact Person: Kelsey White / Daisy Madrigal

Location of Proposed Activity: Campus

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2024

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed?	Yes	☑	No ☐	N/A ☐
Has Revenue Potential form been prepared? (For ASB Only - Form must be included)	Yes	☑	No ☐	
Other Background information (Is proposed fundraising event on current ASB budget?)	Yes	☑	No ☐	

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: _____ Signature _____ Date

Reviewed by Business Services: _____ Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Dorsa Elementary Date: 01/17/2025

Description of Event: Type Book Fair Vendor Scholastic

Purpose for Event: ASB Activities

If selling food what are the items: n\a Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: x Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 3/3/25 - 3/8/25 Time of Event: All Day

Contact Person: Kelsey White / Daisy Madrigal

Location of Proposed Activity: Campus

Status of Event (please check one): ☑ New Event ☐ Held previously (years): _____

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed?	Yes ☑	No ☐	N/A ☐
Has Revenue Potential form been prepared? (For ASB Only - Form must be included)	Yes ☑	No ☐	
Other Background information (Is proposed fundraising event on current ASB budget?)	Yes ☑	No ☐	

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: White Signature 1/17/25 Date

Reviewed by Business Services: Maria Nevis Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS OFFICE
JAN 14 2025 PM 3:37

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: 11 **(From Financial Plan)**

School Name: McCollam Elementary Date: 1/8/25

Description of Event: Type Fundraiser of Valentine Grams Vendor N/A

Purpose for Event: Raise funds for PTO by selling Valentine Grams

If selling food what are the items: N/A Brand and package size: N/A

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: _____ Booster Club (PTA (PTO) Other): _____

Proposed Date(s) of Event: 2/14/25 Time of Event: Distribute grams during school

Contact Person: Nerissa Ornelas

Location of Proposed Activity: McCollam Elementary

Status of Event (please check one): ☐ New Event ☒ Held previously (years): 2023-2024

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☐

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: _____ Signature 1/9/25 Date

Reviewed by Business Services: Maria Nuch Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS OFFICE RECEIVED JAN 10 2025

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: 12 **(From Financial Plan)**

School Name: McCollam Elementary Date: 1/8/25

Description of Event: Type Scholastic Book Fair Vendor Scholastic Books

Purpose for Event: Raise funds for PTO and promote reading

If selling food what are the items: N/A Brand and package size: N/A

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 3/3/25 - 3/7/25 Time of Event: 8am - 3pm

Contact Person: Nerissa Ornelas

Location of Proposed Activity: McCollam Elementary (Library)

Status of Event (please check one): ☐ New Event ☒ Held previously (years): unknown

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☐

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: _____ Signature 1/9/25 Date

Reviewed by Business Services: Maria Nevis Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: 2 **(From Financial Plan)**

School Name: Ocala STEAM Academy Date: 1-6-25

Description of Event: Type Chocolate bar Fund. Vendor World finest Chocolate

Purpose for Event: Raise money for field trip

If selling food what are the items: Chocolate Bar Brand and package size: Worlds finest

Explain how food is handled/stored prior to or day of event: Students sell boxes of chocolate bars.

Event Sponsor (please check one) ASB: _____ Booster Club (PTA, PTO, Other): A. Y. A

Proposed Date(s) of Event: 3/10/25 - 4/30/25 Time of Event: Off Campus only

Contact Person: Louie Flores Jr

Location of Proposed Activity: Ocala off Campus only

Status of Event (please check one): ☒ New Event ☒ Held previously (years): _____

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed?	Yes ☐	No ☐	N/A ☐
Has Revenue Potential form been prepared? (For ASB Only - Form must be included)	Yes ☒	No ☐	
Other Background information (Is proposed fundraising event on current ASB budget?)	Yes ☐	No ☒	

ASB Advisor: _____ Signature _____ Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature _____ Date

Principal Approval: _____ Signature 1.14.25 Date

Reviewed by Business Services: _____ Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS OFFICE
JAN 15 2025 AM8:53

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Ben Painter Elementary Date: 01/09/2025

Description of Event: Type Online Sales Vendor School Store

Purpose for Event: Money will be used towards field trip transportation fees and spirit wear.

If selling food what are the items: N/A Brand and package size: _____

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: X Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: March - June 2025 Time of Event: N/A

Contact Person: Crystal Nevarez

Location of Proposed Activity: Online

Status of Event (please check one): ☑ New Event ☐ Held previously (years): _____

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☑

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☑ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☑

ASB Advisor: _____ Signature 1/13/2025 Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature 1/10/25 Date

Principal Approval: _____ Signature 1/10/25 Date

Reviewed by Business Services: _____ Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS OFFICE
JAN 10 2025 5:00

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Ben Painter Elementary Date: 01/06/2025

Description of Event: Type Book Fair Vendor Scholastic Book Fair

Purpose for Event: Money will be used towards purchasing materials for assemblies and showcases.

If selling food what are the items: N/A Brand and package size: _____

Explain how food is handled/stored prior to or day of event: N/A

Event Sponsor (please check one) ASB: X Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 3/24/2025 - 3/28/2025 Time of Event: 1:30 PM - 5:00 PM

Contact Person: Crystal Nevarez

Location of Proposed Activity: School site - room 27

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2024

Use of Facilities thru Facilitron <u>is required</u> for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☐ N/A ☑

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☑ No ☐

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☑ No ☐

ASB Advisor: _____ Signature 1/9/2025 Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ Signature 1/9/2025 Date

Principal Approval: _____ Signature 1/9/2025 Date

Reviewed by Business Services: Maura Neal Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Russo McEntee Academy Date: 1/6/25

Description of Event: Type Panda Express Vendor Panda Express

Purpose for Event: To fundraise for school events, husky store, end of the year celebration, and school programs

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: ✓ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 1/30/25 Time of Event: 8:00am - 9:00pm

Contact Person: Stephanie Carachco / Tanu Kohli

Location of Proposed Activity: _____

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2024 -2025

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☒

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☒

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: _____ 01/07/25
Signature Date

Reviewed by Business Services: Maria Nevis Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director.

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Russo McEntee Academy Date: 1/6/25

Description of Event: Type Chuck E. Chesses Vendor Chuck E. Chesse

Purpose for Event: to fundraise for school events, husky store, end of the year celebrations, school programs, and school supplies

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: ✓ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 2/28/25 Time of Event: 3:00pm - 9:00pm

Contact Person: Stephanie Carachco / Tanu Kohli

Location of Proposed Activity: _____

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2023-2024

Use of Facilities thru Facilitro is required for all events outside the normal school hours.

Is the Use of Facilities Reservatic thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form beer prepared? (For ASB Only - Form must be included) Yes ☐ No ☒

Other Background information (Is posed fundraising event on current ASB budget?) Yes ☐ No ☒

ASB Advisor: _____ _____ _____

Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____

Signature Date

Principal Approval: [signature] 01/07/25

Signature Date

Reviewed by Business Services: Maria Newton Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Russo McEntee Academy Date: 1/6/25

Description of Event: Type Walk-A-Thon Vendor _____

Purpose for Event: Purpose is to fundraise to support school events, husky store, school supplies, and End of the year celebration

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: ✓ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: 3/27/25 Time of Event: 9:00am - 11:00 am

Contact Person: Stephanie Carachea / Tanu Kohli

Location of Proposed Activity: Russo Campus Blacktop

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2022, 2023

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☒

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☒

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: _____ 01/07/25
Signature Date

Reviewed by Business Services: Maria Duval Date: 2/3/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

BUSINESS OFFICE
JAN 29 2025 11:52

FUNDRAISING EVENT APPROVAL FORM

Fundraiser #: _____ **(From Financial Plan)**

School Name: Russo McEntee Academy Date: 1/6/25

Description of Event: Type Book Fair Vendor Scholastic Books

Purpose for Event: Purpose is to fundraise to support school events, husky store, school supplies, school programs.

If selling food what are the items: _____ Brand and package size: _____

Explain how food is handled/stored prior to or day of event: _____

Event Sponsor (please check one) ASB: ✓ Booster Club (PTA, PTO, Other): _____

Proposed Date(s) of Event: May 12-16, 2025 Time of Event: 8:00am 3:00 pm

Contact Person: Stephanie Carachea / Tanu Kohli

Location of Proposed Activity: G2 - classroom

Status of Event (please check one): ☐ New Event ☑ Held previously (years): 2024-2025

Use of Facilities thru Facilitron is required for all events outside the normal school hours.

Is the Use of Facilities Reservation thru Facilitron completed? Yes ☐ No ☒ N/A ☐

Has Revenue Potential form been prepared? (For ASB Only - Form must be included) Yes ☐ No ☒

Other Background information (Is proposed fundraising event on current ASB budget?) Yes ☐ No ☒

ASB Advisor: _____ _____
Signature Date

Student Council Approval Date: _____ (Middle Schools must attach minutes)

Student Council Representative: _____ _____
Signature Date

Principal Approval: _____ 1/27/25
Signature Date

Reviewed by Business Services: _____ Date: 1/29/2025

- FUNDRAISING EVENTS INVOLVING FOOD SALES MUST BE REVIEWED BY CNS Director,

  CNS _____ Date: _____

  Approved _____ Denied _____

- FUNDRAISING EVENTS INVOLVING USE OF FACILITIES MUST BE REVIEWED BY MOT

  Director, MOT: _____ Date: _____

  Operations Mgr.: _____ Date: _____

  Approved _____ Denied _____

10.5

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: January 7, 2025

Subject: **Vendor & Payroll Warrants**

Staff Analysis: Summary of Vendor and Payroll Warrants issued during January month of Fiscal Year 2024/2025.

Total of vendor warrants	$	6,032,994.94
Total of payroll warrants	$	5,025,251.38
Total	**$**	**11,058,246.32**

Recommendation: Staff recommends approval of the Vendor & Payroll Warrants for the month of January 2025.

Approved by: Teresa DeCelles Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Recommend Approval

10.5
Agenda Placement

Germán Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

January 2025

Fund	VENDOR WARRANTS	AMOUNT
010,050,060,080	General Fund (Incl Payroll A/P)	$3,432,235.53
120	Child Development Fund	$260,814.18
130	Cafeteria Fund	$352,064.41
140	Deferred Maintenance Fund	$15,544.38
210	Building Fund	$265,724.90
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	$1,680,765.57
	Subtotal	**$6,007,148.97**
088	Student Body Fund	$25,845.97
	Total Vendor Warrants	**$6,032,994.94**

	PAYROLL WARRANTS	
	10th of the month	$394,097.77
	EOM Payroll	$4,631,153.61
	AREA EOM	$0.00
	Manual Checks	$0.00
	Void Checks	$0.00
	Total Payroll Warrants	**$5,025,251.38**
	Grand Total All Warrants	**$11,058,246.32**

	From	To
AP Warrants used #	4027293	- 4027657
Payroll Direct Deposit Pay Stub used #	4783767	- 4785191
Payroll Checks used #	4407513	- 4407627

AP Check Register - Pivot Table Summary by Vendor
January 2025

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
4IMPRINT INC.	1/24/2025	4027515	MATERIALS AND SUPPLIES	010	$ 2,374.86
4IMPRINT INC. Total					**$ 2,374.86**
A RIFKIN CO.	1/10/2025	4027325	MATERIALS AND SUPPLIES	130	$ 2,352.10
A RIFKIN CO. Total					**$ 2,352.10**
ACADEMIC THERAPY PUBLICATIONS	1/10/2025	4027327	MATERIALS AND SUPPLIES	010	$ 163.86
ACADEMIC THERAPY PUBLICATIONS Total					**$ 163.86**
ACE EMPOWER ACADEMY	1/10/2025	4027348	TRF TO CHARTER SCHL IN LI	010	$ 47,863.00
ACE EMPOWER ACADEMY Total					**$ 47,863.00**
ACHIEVE KIDS	1/24/2025	4027565	SUBAGREEMENTS FOR SERVICE	080	$ 6,648.50
ACHIEVE KIDS Total					**$ 6,648.50**
ADVANCED INSPECTIONS INC	1/31/2025	4027614	INSPECTION	210	$ 2,000.00
ADVANCED INSPECTIONS INC Total					**$ 2,000.00**
ALAN M. CRAIG	1/24/2025	4027486	PARCEL TAX	010	$ 450.56
ALAN M. CRAIG Total					**$ 450.56**
ALECIA KELLEY	1/31/2025	4027587	MATERIALS AND SUPPLIES	010	$ 85.15
ALECIA KELLEY Total					**$ 85.15**
ALIA	1/24/2025	4027566	CONTRACTED SERVICES	010	$ (10,211.50)
		4027566	CONTRACTED SERVICES	060	$ 17,603.00
ALIA Total					**$ 7,391.50**
ALPHA BLANCA ALVARADO(ALPHA1)	1/10/2025	4027349	TRF TO CHARTER SCHL IN LI	010	$ 115,788.00
ALPHA BLANCA ALVARADO(ALPHA1) Total					**$ 115,788.00**
ALPHA JOSE HERNANDEZ (ALPHA	1/10/2025	4027350	TRF TO CHARTER SCHL IN LI	010	$ 111,236.00
ALPHA JOSE HERNANDEZ (ALPHA Total					**$ 111,236.00**
ALUM ROCK #305	1/7/2025	4027294	DUES	010	$ 410.00
	1/31/2025	4027646	DUES	010	$ 408.00
ALUM ROCK #305 Total					**$ 818.00**
ALUM ROCK ADMINISTRATORS ASSOC	1/7/2025	4027295	DUES	010	$ 590.00
	1/14/2025	4027393	DUES	010	$ 570.00
	1/31/2025	4027647	DUES	010	$ 580.00
ALUM ROCK ADMINISTRATORS ASSOC Total					**$ 1,740.00**
AMANDA LEA CHAMBERS	1/10/2025	4027351	LICENSING AGREEMENTS	060	$ 79.00
AMANDA LEA CHAMBERS Total					**$ 79.00**
AMAZON.COM LLC	1/13/2025	4027384	MATERIALS AND SUPPLIES	010	$ 50.30
		4027384	MATERIALS AND SUPPLIES	060	$ 7,969.18
		4027384	MATERIALS AND SUPPLIES	130	$ 161.14
		4027384	SUPPLY-INVENTORY(NON-CAP	060	$ 541.32
	1/17/2025	4027407	TEACHER SUPPLIES	010	$ 70.85
		4027429	REPAIR OF EQUIPMENT	010	$ 833.94
		4027468	MATERIALS AND SUPPLIES	010	$ 66.51
		4027468	REPAIR OF EQUIPMENT	010	$ 2,779.79
	1/24/2025	4027487	MATERIALS AND SUPPLIES	010	$ 10.82
		4027510	MATERIALS AND SUPPLIES	010	$ 15.74
		4027535	MATERIALS AND SUPPLIES	010	$ 2,052.72
		4027535	MATERIALS AND SUPPLIES	060	$ 1,856.72
		4027535	MATERIALS AND SUPPLIES	080	$ 36.23
		4027535	TEACHER SUPPLIES	010	$ 81.85
		4027562	MATERIALS AND SUPPLIES	010	$ 14.16
		4027562	MATERIALS AND SUPPLIES	060	$ 9,151.27
	1/31/2025	4027588	MATERIALS AND SUPPLIES	010	$ 60.15
		4027588	MATERIALS AND SUPPLIES	060	$ 254.36
		4027588	MATERIALS AND SUPPLIES	080	$ 19.68
AMAZON.COM LLC Total					**$ 26,026.73**
AMERICAN FIDELITY ASSURANCE	1/7/2025	4027296	MEDICAL INSURANCE	010	$ 10,870.56
		4027296	VOLUNTARY DEDUCTIONS	010	$ 750.00
	1/31/2025	4027648	MEDICAL INSURANCE	010	$ 12,195.00
		4027648	VOLUNTARY DEDUCTIONS	010	$ 1,500.00
AMERICAN FIDELITY ASSURANCE Total					**$ 25,315.56**
AMERICAN FIDELITY ASSURANCE CO	1/7/2025	4027297	OTHER INSURANCE	010	$ 27,239.85
	1/14/2025	4027394	OTHER INSURANCE	010	$ 27,146.39
	1/31/2025	4027649	OTHER INSURANCE	010	$ 31,364.25
AMERICAN FIDELITY ASSURANCE CO Total					**$ 85,750.49**
ANDRE BOUDIN BAKERIES	1/24/2025	4027567	CATERING	010	$ 400.73
ANDRE BOUDIN BAKERIES Total					**$ 400.73**
ANGELA MARIA CUELLAR	1/24/2025	4027536	GASOLINE/FUEL	010	$ 51.64
		4027536	MATERIALS AND SUPPLIES	010	$ 24.66
ANGELA MARIA CUELLAR Total					**$ 76.30**
ANTIPASTOS	1/17/2025	4027430	CATERING	010	$ 778.82
	1/24/2025	4027568	CATERING	060	$ 349.72
ANTIPASTOS Total					**$ 1,128.54**
ARC ALTERNATIVES	1/17/2025	4027431	CONTRACTED SERVICES	210	$ 4,877.50
ARC ALTERNATIVES Total					**$ 4,877.50**
ARCINA RISK GROUP, LLC	1/24/2025	4027488	LEGAL EXPENSES	010	$ 514.25

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
ARCINA RISK GROUP, LLC Total					$ 514.25
ARELY MARGARITA FLORES	1/17/2025	4027408	MATERIALS AND SUPPLIES	060	$ 521.88
ARELY MARGARITA FLORES Total					$ 521.88
ASJ INC	1/24/2025	4027489	RENTAL & LEASES-OTHR CONT	088	$ 1,850.00
ASJ INC Total					$ 1,850.00
ASSOCIATION OF CALIFORNIA	1/7/2025	4027298	DUES	010	$ 3,455.62
	1/31/2025	4027650	DUES	010	$ 3,461.87
ASSOCIATION OF CALIFORNIA Total					$ 6,917.49
AT&T	1/16/2025	4027395	TELEPHONE	010	$ 97.80
		4027398	TELEPHONE	010	$ 4,486.02
AT&T Total					$ 4,583.82
AXIOM COMMUNICATIONS SYSTEMS	1/24/2025	4027516	CONTRACTED SERVICES	050	$ 1,014.19
AXIOM COMMUNICATIONS SYSTEMS Total					$ 1,014.19
A-Z BUS SALES INC	1/10/2025	4027326	MATERIALS AND SUPPLIES	010	$ 637.34
A-Z BUS SALES INC Total					$ 637.34
BARRICK, KEITH AND CYNTHIA M	1/24/2025	4027490	PARCEL TAX	010	$ 450.56
BARRICK, KEITH AND CYNTHIA M Total					$ 450.56
BAY ALARM COMPANY	1/13/2025	4027365	SECURITY SERVICES	010	$ 1,189.79
		4027382	SECURITY SERVICES	010	$ 83,855.82
		4027383	A/P - YEAR END ACCRUALS	010	$ 6,303.00
BAY ALARM COMPANY Total					$ 91,348.61
BAY AREA FLOOR MACHINE	1/17/2025	4027409	REPAIR OF EQUIPMENT	010	$ 142.96
	1/24/2025	4027517	REPAIR OF EQUIPMENT	010	$ 417.33
BAY AREA FLOOR MACHINE Total					$ 560.29
BENJAMIN THOMAS DBA:	1/13/2025	4027366	CONTRACTED SERVICES	130	$ 16,125.00
BENJAMIN THOMAS DBA: Total					$ 16,125.00
BERTHA RAZO	1/24/2025	4027537	MATERIALS AND SUPPLIES	060	$ 51.48
BERTHA RAZO Total					$ 51.48
BIOMETRICS4ALL INC.	1/17/2025	4027432	FINGER PRINTING	010	$ 20.25
BIOMETRICS4ALL INC. Total					$ 20.25
BLACK OAK SPEECH THERAPY, INC.	1/17/2025	4027433	CONTRACTED SERVICES	080	$ 10,670.00
BLACK OAK SPEECH THERAPY, INC. Total					$ 10,670.00
BLICK ART MATERIALS LLC	1/17/2025	4027434	MATERIALS AND SUPPLIES	060	$ 796.14
BLICK ART MATERIALS LLC Total					$ 796.14
BLUETRITON BRANDS INC.	1/9/2025	4027306	MATERIALS AND SUPPLIES	010	$ 601.75
		4027306	MATERIALS AND SUPPLIES	080	$ 41.36
		4027306	MATERIALS AND SUPPLIES	130	$ 41.96
	1/16/2025	4027402	MATERIALS AND SUPPLIES	010	$ 469.29
		4027402	MATERIALS AND SUPPLIES	050	$ 7.10
	1/23/2025	4027484	MATERIALS AND SUPPLIES	010	$ 189.46
BLUETRITON BRANDS INC. Total					$ 1,350.92
BOOST COLLABORATIVE	1/16/2025	4027396	TRAVEL AND CONFERENCES	060	$ 630.00
BOOST COLLABORATIVE Total					$ 630.00
BRIDGE WIRELESS INC	1/31/2025	4027589	MATERIALS AND SUPPLIES	010	$ 3,565.31
BRIDGE WIRELESS INC Total					$ 3,565.31
BSN SPORTS LLC	1/17/2025	4027435	MATERIALS AND SUPPLIES	060	$ 2,312.68
BSN SPORTS LLC Total					$ 2,312.68
CALIFORNIA DEPARTMENT OF	1/23/2025	4027482	ADMINISTRATION COST	010	$ 50.00
CALIFORNIA DEPARTMENT OF Total					$ 50.00
CALIFORNIA DEPT. OF TAX & FEE	1/23/2025	4027485	ADMINISTRATION COST	010	$ 1,014.00
CALIFORNIA DEPT. OF TAX & FEE Total					$ 1,014.00
CALIFORNIA KINDERGARTEN	1/16/2025	4027397	TRAVEL AND CONFERENCES	120	$ 6,810.00
CALIFORNIA KINDERGARTEN Total					$ 6,810.00
CALIFORNIA SPORT DESIGN	1/10/2025	4027328	MATERIALS AND SUPPLIES	060	$ 2,655.63
CALIFORNIA SPORT DESIGN Total					$ 2,655.63
CALIFORNIA UNITED MECHANICAL,	1/24/2025	4027518	CONTRACTED SERVICES	050	$ 1,405.68
CALIFORNIA UNITED MECHANICAL, Total					$ 1,405.68
CANON FINANCIAL SERVICES INC.	1/17/2025	4027461	RENTAL & LEASES-OTHR CONT	010	$ 119.22
	1/24/2025	4027514	PREVENTIVE EQUIP MAINTENA	010	$ 53.60
		4027514	RENTAL & LEASES-OTHR CONT	010	$ 2,581.27
		4027514	RENTAL & LEASES-OTHR CONT	060	$ 2,442.35
		4027514	RENTAL & LEASES-OTHR CONT	050	$ 127.97
		4027514	RENTAL & LEASES-OTHR CONT	080	$ 223.15
		4027514	RENTAL & LEASES-OTHR CONT	130	$ 446.22
		4027514	RENTAL & LEASES-OTHR CONT	210	$ 127.97
	1/31/2025	4027586	RENTAL & LEASES-OTHR CONT	010	$ 6,330.26
		4027586	RENTAL & LEASES-OTHR CONT	060	$ 1,617.66
		4027586	RENTAL & LEASES-OTHR CONT	080	$ 197.98
		4027639	RENTAL & LEASES-OTHR CONT	010	$ 6,330.26
		4027639	RENTAL & LEASES-OTHR CONT	060	$ 1,617.66
		4027639	RENTAL & LEASES-OTHR CONT	080	$ 197.98
CANON FINANCIAL SERVICES INC. Total					$ 22,413.55

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
CARLOS C TRIPODI	1/24/2025	4027577	MILEAGE	010	$ 52.26
CARLOS C TRIPODI Total					**$ 52.26**
CAT FINANCIAL CAT CARD	1/10/2025	4027329	REPAIR OF EQUIPMENT	010	$ 2,428.18
CAT FINANCIAL CAT CARD Total					**$ 2,428.18**
CDW LLC	1/17/2025	4027462	SUPPLY-INVENTORY(NON-CAP	010	$ 89.60
CDW LLC Total					**$ 89.60**
CELLCO PARTNERSHIP	1/17/2025	4027469	CELLULAR	010	$ 5,768.67
	1/24/2025	4027491	CELLULAR	010	$ 566.16
CELLCO PARTNERSHIP Total					**$ 6,334.83**
CENGAGE LEARNING INC	1/10/2025	4027330	MATERIALS AND SUPPLIES	060	$ 451.18
	1/31/2025	4027590	MATERIALS AND SUPPLIES	060	$ 3,083.00
CENGAGE LEARNING INC Total					**$ 3,534.18**
CHELTENHAM TO CARMEL HOLDINGS,	1/16/2025	4027399	FOOD	130	$ 23,812.46
CHELTENHAM TO CARMEL HOLDINGS, Total					**$ 23,812.46**
CHILDREN'S DISCOVERY MUSEUM	1/9/2025	4027307	OUTDR ED-FLD TRIP-ADMISSI	060	$ 876.00
CHILDREN'S DISCOVERY MUSEUM Total					**$ 876.00**
CHUC VAN BUI	1/31/2025	4027591	APPROVED TEXTBOOKS CORE M	060	$ 358.13
CHUC VAN BUI Total					**$ 358.13**
CINTAS CORPORATION	1/13/2025	4027385	CONTRACTED SERVICES	010	$ 351.82
		4027385	CONTRACTED SERVICES	050	$ 84.23
	1/24/2025	4027511	CONTRACTED SERVICES	010	$ 351.82
		4027511	CONTRACTED SERVICES	050	$ 84.23
		4027519	CONTRACTED SERVICES	010	$ 746.33
		4027519	CONTRACTED SERVICES	050	$ 168.46
	1/31/2025	4027627	CONTRACTED SERVICES	010	$ 703.64
		4027627	CONTRACTED SERVICES	050	$ 168.46
CINTAS CORPORATION Total					**$ 2,658.99**
CITY OF PALO ALTO CALIFORNIA	1/30/2025	4027584	OUTDR ED-FLD TRIP-ADMISSI	088	$ 660.00
		4027585	OUTDR ED-FLD TRIP-ADMISSI	088	$ 738.00
CITY OF PALO ALTO CALIFORNIA Total					**$ 1,398.00**
CITY YEAR INC.	1/10/2025	4027331	CONTRACTED SERVICES	060	$ 62,500.00
CITY YEAR INC. Total					**$ 62,500.00**
CLAUDIA GOMEZ HERNANDEZ	1/24/2025	4027492	MILEAGE	130	$ 42.88
CLAUDIA GOMEZ HERNANDEZ Total					**$ 42.88**
COLOR BLAZE SUPPLY LLC	1/24/2025	4027520	ACCTS PAYABLE-USE TAX	088	$ (52.99)
		4027520	MATERIALS AND SUPPLIES	088	$ 618.24
COLOR BLAZE SUPPLY LLC Total					**$ 565.25**
COMMUNITY SCHOOL OF MUSIC AND	1/31/2025	4027592	CONTRACTED SERVICES	060	$ 5,280.00
COMMUNITY SCHOOL OF MUSIC AND Total					**$ 5,280.00**
CORNEJOS CATERING INC	1/10/2025	4027332	MATERIALS AND SUPPLIES	010	$ 2,040.00
CORNEJOS CATERING INC Total					**$ 2,040.00**
CREAM CO. LLC	1/10/2025	4027333	FOOD	130	$ 14,281.47
	1/24/2025	4027569	FOOD	130	$ 5,418.85
CREAM CO. LLC Total					**$ 19,700.32**
CREATIVE LEARNING CENTER	1/17/2025	4027436	SUBAGREEMENTS FOR SERVICE	080	$ 14,338.50
CREATIVE LEARNING CENTER Total					**$ 14,338.50**
CROWE LLP	1/7/2025	4027293	AUDIT EXPENSES	010	$ 52,111.50
		4027293	AUDIT EXPENSES	210	$ 27,825.00
CROWE LLP Total					**$ 79,936.50**
CROWN CASTLE INTERNATIONAL	1/17/2025	4027470	TELEPHONE	010	$ 3,525.40
CROWN CASTLE INTERNATIONAL Total					**$ 3,525.40**
CRYSTAL CREAMERY INC.	1/23/2025	4027481	FOOD	130	$ 44,191.91
CRYSTAL CREAMERY INC. Total					**$ 44,191.91**
CSEA PARAEDUCATOR CONFERENCE	1/24/2025	4027493	TRAVEL AND CONFERENCES	060	$ 676.00
CSEA PARAEDUCATOR CONFERENCE Total					**$ 676.00**
CSEA VICTORY CLUB	1/7/2025	4027299	DUES	010	$ 58.00
		4027299	VOLUNTARY DEDUCTIONS	010	$ 46.00
	1/31/2025	4027651	DUES	010	$ 58.00
		4027651	VOLUNTARY DEDUCTIONS	010	$ 46.00
CSEA VICTORY CLUB Total					**$ 208.00**
CURRICULUM ASSOCIATES LLC	1/13/2025	4027386	CONTRACTED SERVICES	060	$ 8,800.00
	1/17/2025	4027437	LICENSING AGREEMENTS	060	$ 6,600.00
CURRICULUM ASSOCIATES LLC Total					**$ 15,400.00**
DAILY JOURNAL CORPORATION	1/31/2025	4027615	ADVERTISMENT COSTS	210	$ 3,105.00
DAILY JOURNAL CORPORATION Total					**$ 3,105.00**
DANNIS WOLIVER KELLY	1/31/2025	4027616	LEGAL EXPENSES	210	$ 850.00
DANNIS WOLIVER KELLY Total					**$ 850.00**
DATA RECOGNITION CORPORATION	1/24/2025	4027494	LICENSING AGREEMENTS	010	$ 61,233.00
DATA RECOGNITION CORPORATION Total					**$ 61,233.00**
DBA: AMERGIS HEALTHCARE STAFFI	1/10/2025	4027334	CONTRACTED SERVICES	080	$ 186,515.32
		4027352	CONTRACTED SERVICES	080	$ 68,141.96
	1/17/2025	4027410	CONTRACTED SERVICES	010	$ 4,631.59

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
DBA: AMERGIS HEALTHCARE STAFFI	1/24/2025	4027570	CONTRACTED SERVICES	010	$ 5,447.01
	1/31/2025	4027593	CONTRACTED SERVICES	010	$ 5,226.01
DBA: AMERGIS HEALTHCARE STAFFI Total					$ 269,961.89
DBA: ELMA'S CATERING & EVENTS	1/17/2025	4027411	CATERING	010	$ 2,908.14
DBA: ELMA'S CATERING & EVENTS Total					$ 2,908.14
DBA: PALACE BUSINESS SOLUTIONS	1/13/2025	4027367	MATERIALS AND SUPPLIES	010	$ 7,086.81
	1/24/2025	4027538	MATERIALS AND SUPPLIES	010	$ 15,506.89
	1/31/2025	4027628	MATERIALS AND SUPPLIES	010	$ 2,933.78
DBA: PALACE BUSINESS SOLUTIONS Total					$ 25,527.48
DELORES A. SMITH	1/24/2025	4027495	MATERIALS AND SUPPLIES	010	$ 250.00
DELORES A. SMITH Total					$ 250.00
DELTA DENTAL	1/10/2025	4027315	OTHER INSURANCE	670	$ 876.69
	1/31/2025	4027643	OTHER INSURANCE	670	$ 928.26
DELTA DENTAL Total					$ 1,804.95
DILWORTH, JACQUELINE	1/24/2025	4027578	MILEAGE	010	$ 101.17
DILWORTH, JACQUELINE Total					$ 101.17
DORA J. DOME	1/13/2025	4027368	CONTRACTED SERVICES	010	$ 3,000.00
DORA J. DOME Total					$ 3,000.00
DSK LLP	1/31/2025	4027617	ARCHITECT FEES	210	$ 3,822.25
DSK LLP Total					$ 3,822.25
DUNN-EDWARDS CORPORATION	1/13/2025	4027387	MATERIALS AND SUPPLIES	010	$ 615.33
DUNN-EDWARDS CORPORATION Total					$ 615.33
EAST BAY REFRIGERATION INC.	1/17/2025	4027412	EQUIPMENT RENTALS	130	$ 471.40
	1/31/2025	4027629	PARTS	130	$ 1,511.83
		4027629	REPAIR OF EQUIPMENT	130	$ 2,392.75
EAST BAY REFRIGERATION INC. Total					$ 4,375.98
EAST BAY REGIONAL PARK	1/24/2025	4027539	OUTDR ED-FLD TRIP-ADMISSI	060	$ 367.50
EAST BAY REGIONAL PARK Total					$ 367.50
EAST BAY RESTAURANT SUPPLY INC	1/10/2025	4027335	MATERIALS AND SUPPLIES	130	$ 89.39
EAST BAY RESTAURANT SUPPLY INC Total					$ 89.39
EDUCATION HOUSING PARTNERS INC	1/10/2025	4027336	OTHER COSTS - PLANNING	210	$ 15,000.00
	1/31/2025	4027618	OTHER COSTS - PLANNING	210	$ 15,000.00
EDUCATION HOUSING PARTNERS INC Total					$ 30,000.00
EINSTEIN NOAH RESTAURANT	1/10/2025	4027353	CATERING	010	$ 48.37
		4027353	CATERING	060	$ 151.95
	1/17/2025	4027413	CATERING	010	$ 308.75
	1/24/2025	4027540	CATERING	010	$ 313.75
	1/31/2025	4027594	CATERING	010	$ 81.17
		4027619	CATERING	010	$ 86.58
EINSTEIN NOAH RESTAURANT Total					$ 990.57
EMERIC BISBEE	1/17/2025	4027438	TRAVEL AND CONFERENCES	010	$ 240.37
EMERIC BISBEE Total					$ 240.37
EMILY BETH MCCHRISTIAN	1/17/2025	4027439	MATERIALS AND SUPPLIES	010	$ 85.54
		4027439	TRAVEL AND CONFERENCES	010	$ 8.00
	1/24/2025	4027521	MILEAGE	010	$ 29.48
EMILY BETH MCCHRISTIAN Total					$ 123.02
ENCORE DATA PRODUCT INC.	1/17/2025	4027440	MATERIALS AND SUPPLIES	010	$ 1,047.82
ENCORE DATA PRODUCT INC. Total					$ 1,047.82
ENTERPRISE FM TRUST	1/13/2025	4027388	ADMINISTRATION COST	060	$ 233.12
ENTERPRISE FM TRUST Total					$ 233.12
ENVIRONMENTAL SYSTEMS INC	1/24/2025	4027522	PREVENTIVE EQUIP MAINTENA	050	$ 390.00
ENVIRONMENTAL SYSTEMS INC Total					$ 390.00
ERIN DEVINE	1/10/2025	4027337	CONTRACTED SERVICES	080	$ 15,260.00
ERIN DEVINE Total					$ 15,260.00
FACILITRON INC	1/24/2025	4027496	RENTAL & LEASES-OTHR CONT	010	$ 3,087.00
FACILITRON INC Total					$ 3,087.00
FEDERAL EXPRESS	1/24/2025	4027541	POSTAGE	010	$ 38.20
FEDERAL EXPRESS Total					$ 38.20
FICO'S NEW YORK STYLE PIZZA	1/10/2025	4027354	CATERING	060	$ 699.83
FICO'S NEW YORK STYLE PIZZA Total					$ 699.83
FIERY GINGER FARM LLC	1/13/2025	4027369	FOOD	130	$ 346.50
FIERY GINGER FARM LLC Total					$ 346.50
FIRST STUDENT INC.	1/17/2025	4027441	BUS TRANSPORTATION NON AR	010	$ 1,104.13
	1/31/2025	4027595	BUS TRANSPORTATION NON AR	088	$ 2,219.73
FIRST STUDENT INC. Total					$ 3,323.86
FOLEY & SONS INC	1/17/2025	4027463	PREVENTIVE EQUIP MAINTENA	010	$ 138.91
	1/24/2025	4027523	PREVENTIVE EQUIP MAINTENA	010	$ 180.47
FOLEY & SONS INC Total					$ 319.38
FRANKLIN COVEY CLIENT SALES,	1/24/2025	4027542	MATERIALS AND SUPPLIES	060	$ 300.58
FRANKLIN COVEY CLIENT SALES, Total					$ 300.58
FRESNO BIPOC PRODUCE INC.	1/10/2025	4027338	FOOD	130	$ 162.50
FRESNO BIPOC PRODUCE INC. Total					$ 162.50

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
FROG ENVIRONMENTAL. INC	1/10/2025	4027339	CONTRACTED SERVICES	010	$ 1,353.00
FROG ENVIRONMENTAL. INC Total					$ 1,353.00
FURMAN CONSTRUCTION INSPECTION	1/10/2025	4027340	INSPECTION	210	$ 5,200.00
FURMAN CONSTRUCTION INSPECTION Total					$ 5,200.00
GARDA CL WEST	1/31/2025	4027630	CONTRACTED SERVICES	010	$ 206.47
		4027630	CONTRACTED SERVICES	130	$ 206.47
GARDA CL WEST Total					$ 412.94
GLATFELTER CLAIMS MANAGEMENT,	1/31/2025	4027631	PROF/CONSULT SVC OPERATIN	010	$ 25,000.00
GLATFELTER CLAIMS MANAGEMENT, Total					$ 25,000.00
GOLD STAR FOODS	1/16/2025	4027403	FOOD	130	$ 133,051.25
GOLD STAR FOODS Total					$ 133,051.25
GREENESPORT ASSOCIATION	1/17/2025	4027414	CONTRACTED SERVICES	060	$ 1,560.00
	1/24/2025	4027497	CONTRACTED SERVICES	060	$ 780.00
GREENESPORT ASSOCIATION Total					$ 2,340.00
HEATHER EDWINA MUIR	1/24/2025	4027543	MATERIALS AND SUPPLIES	060	$ 247.04
HEATHER EDWINA MUIR Total					$ 247.04
HOME DEPOT CREDIT SERVICES	1/31/2025	4027632	MATERIALS AND SUPPLIES	050	$ 4,123.28
HOME DEPOT CREDIT SERVICES Total					$ 4,123.28
HOME DEPOT U.S.A. INC.	1/13/2025	4027370	MATERIALS AND SUPPLIES	050	$ 231.73
	1/17/2025	4027415	MATERIALS AND SUPPLIES	060	$ 1,156.42
		4027415	MATERIALS AND SUPPLIES	050	$ 930.45
	1/24/2025	4027498	MATERIALS AND SUPPLIES	010	$ 19.10
		4027524	MATERIALS AND SUPPLIES	050	$ 2,133.26
		4027544	MATERIALS AND SUPPLIES	050	$ 470.80
		4027571	MATERIALS AND SUPPLIES	010	$ 263.86
	1/31/2025	4027640	MATERIALS AND SUPPLIES	050	$ 261.43
HOME DEPOT U.S.A. INC. Total					$ 5,467.05
IMAGINE LEARNING LLC	1/31/2025	4027596	MATERIALS AND SUPPLIES	060	$ 380.20
IMAGINE LEARNING LLC Total					$ 380.20
IMEE ALMAZAN	1/31/2025	4027597	MATERIALS AND SUPPLIES	010	$ 165.00
IMEE ALMAZAN Total					$ 165.00
IRINA P SEGAMI YAGI	1/24/2025	4027545	MILEAGE	010	$ 53.60
IRINA P SEGAMI YAGI Total					$ 53.60
JAIME GOLDFARB	1/17/2025	4027471	CONTRACTED SERVICES	060	$ 2,480.00
JAIME GOLDFARB Total					$ 2,480.00
JENNIFER TIMMINS	1/10/2025	4027316	MILEAGE	060	$ 46.90
JENNIFER TIMMINS Total					$ 46.90
JESS FERNANDEZ	1/31/2025	4027633	CONTRACTED SERVICES	050	$ 12,700.00
JESS FERNANDEZ Total					$ 12,700.00
JODY TRANG NGO	1/30/2025	4027582	RENTAL & LEASES-OTHR CONT	010	$ 800.00
JODY TRANG NGO Total					$ 800.00
JOHN E BURK	1/17/2025	4027442	TRAVEL AND CONFERENCES	010	$ 125.00
		4027443	TRAVEL AND CONFERENCES	010	$ 6.00
JOHN E BURK Total					$ 131.00
JOSE CORTEZ	1/31/2025	4027598	MATERIALS AND SUPPLIES	010	$ 120.31
JOSE CORTEZ Total					$ 120.31
KAISER PERMANENTE	1/10/2025	4027355	OTHER INSURANCE	670	$ 357.05
	1/31/2025	4027644	OTHER INSURANCE	670	$ 357.05
KAISER PERMANENTE Total					$ 714.10
KATRINA VALDEZ	1/24/2025	4027572	CONTRACTED SERVICES	060	$ 9,333.00
KATRINA VALDEZ Total					$ 9,333.00
KATRINA ZHANG	1/24/2025	4027499	MATERIALS AND SUPPLIES	130	$ 29.05
		4027499	MILEAGE	130	$ 105.19
KATRINA ZHANG Total					$ 134.24
KEENAN & ASSOCIATES	1/10/2025	4027317	OTHER INSURANCE	670	$ 53,758.00
		4027318	OTHER INSURANCE	670	$ 11,011.00
KEENAN & ASSOCIATES Total					$ 64,769.00
KELLY SPICERS INC	1/10/2025	4027341	MATERIALS AND SUPPLIES	010	$ 3,397.18
KELLY SPICERS INC Total					$ 3,397.18
KIDANGO INC.	1/24/2025	4027546	SUBAGREEMENTS FOR SERVICE	120	$ 158,199.60
KIDANGO INC. Total					$ 158,199.60
KIPP HEARTWOOD ACADEMY	1/10/2025	4027356	TRF TO CHARTER SCHL IN LI	010	$ 108,007.00
KIPP HEARTWOOD ACADEMY Total					$ 108,007.00
KIPP PRIZE PREPARATORY ACADEMY	1/10/2025	4027357	TRF TO CHARTER SCHL IN LI	010	$ 103,792.00
KIPP PRIZE PREPARATORY ACADEMY Total					$ 103,792.00
KSHIRSAGAR, SHRISHARADA N	1/17/2025	4027416	MATERIALS AND SUPPLIES	060	$ 159.00
KSHIRSAGAR, SHRISHARADA N Total					$ 159.00
LAKESHORE EQUIPMENT COMPANY	1/17/2025	4027444	MATERIALS AND SUPPLIES	010	$ 335.49
		4027444	MATERIALS AND SUPPLIES	060	$ 2,837.68
	1/31/2025	4027620	MATERIALS AND SUPPLIES	060	$ 3,105.83
LAKESHORE EQUIPMENT COMPANY Total					$ 6,279.00
LANGUAGE PEOPLE INC	1/17/2025	4027472	CONTRACTED SERVICES	010	$ 280.00

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
LANGUAGE PEOPLE INC Total					$ 280.00
LEO'S COMMERCIAL TIRE INC	1/17/2025	4027417	MATERIALS AND SUPPLIES	050	$ 164.06
LEO'S COMMERCIAL TIRE INC Total					$ 164.06
LISA M GRIFFIN	1/31/2025	4027599	MATERIALS AND SUPPLIES	010	$ 20.78
LISA M GRIFFIN Total					$ 20.78
LISA N. TRAN	1/10/2025	4027358	PARCEL TAX	010	$ 228.86
LISA N. TRAN Total					$ 228.86
LITTLE HEROES	1/17/2025	4027478	CONTRACTED SERVICES	010	$ 46,250.00
		4027478	CONTRACTED SERVICES	060	$ 12,750.00
LITTLE HEROES Total					$ 59,000.00
LOPEZ A., ROBERTO	1/17/2025	4027418	PARCEL TAX	010	$ 228.86
LOPEZ A., ROBERTO Total					$ 228.86
LOREN NICOLE MATA	1/24/2025	4027547	MATERIALS AND SUPPLIES	060	$ 46.88
LOREN NICOLE MATA Total					$ 46.88
LOWES COMPANIES INC.	1/24/2025	4027525	MATERIALS AND SUPPLIES	050	$ 131.93
LOWES COMPANIES INC. Total					$ 131.93
LOZANO SMITH LLP	1/24/2025	4027573	LEGAL EXPENSES	010	$ 18,554.50
		4027573	LEGAL EXPENSES	080	$ 3,311.00
LOZANO SMITH LLP Total					$ 21,865.50
LUX BUS AMERICA CO.	1/10/2025	4027342	BUS TRANSPORTATION NON AR	060	$ 8,829.55
LUX BUS AMERICA CO. Total					$ 8,829.55
MARIA CARMINA OROZCO	1/10/2025	4027359	MILEAGE	010	$ 73.70
MARIA CARMINA OROZCO Total					$ 73.70
MATTHEW KOENIG	1/10/2025	4027343	INSPECTION	210	$ 9,000.00
MATTHEW KOENIG Total					$ 9,000.00
MAY TIFFANY TOLIAO	1/24/2025	4027548	MATERIALS AND SUPPLIES	088	$ 24.93
MAY TIFFANY TOLIAO Total					$ 24.93
METLIFE SMALL MARKET	1/10/2025	4027360	LIFE INSURANCE	010	$ 2,281.26
METLIFE SMALL MARKET Total					$ 2,281.26
MEXICO BAKERY INC	1/13/2025	4027389	CATERING	010	$ 390.54
	1/10/2025	4027344	CATERING	010	$ 195.27
	1/31/2025	4027600	CATERING	010	$ 220.95
MEXICO BAKERY INC Total					$ 806.76
MID AMERICA ADMINISTRATION	1/7/2025	4027300	RETIREMENT IN LIEU OF OASD	010	$ 8,419.34
	1/31/2025	4027652	RETIREMENT IN LIEU OF OASD	010	$ 10,671.70
MID AMERICA ADMINISTRATION Total					$ 19,091.04
MINDFUL LIFE PROJECT	1/31/2025	4027645	CONTRACTED SERVICES	010	$ 833.00
		4027645	CONTRACTED SERVICES	088	$ 1,667.00
MINDFUL LIFE PROJECT Total					$ 2,500.00
MTI ENTERPRISES INC.	1/10/2025	4027345	LICENSING AGREEMENTS	010	$ 75.00
		4027345	MATERIALS AND SUPPLIES	010	$ 2,301.00
MTI ENTERPRISES INC. Total					$ 2,376.00
MUS VIL INC.	1/10/2025	4027346	REPAIR OF EQUIPMENT	010	$ 154.06
MUS VIL INC. Total					$ 154.06
NADIA G MIRANDA	1/24/2025	4027500	MILEAGE	130	$ 41.52
NADIA G MIRANDA Total					$ 41.52
NAJMUN RAHMAN	1/17/2025	4027445	MATERIALS AND SUPPLIES	060	$ 108.90
NAJMUN RAHMAN Total					$ 108.90
NAPA AUTO PARTS	1/24/2025	4027579	PARTS	010	$ 4,014.51
NAPA AUTO PARTS Total					$ 4,014.51
NATUREBRIDGE	1/10/2025	4027361	CONTRACTED SERVICES	060	$ 6,771.75
NATUREBRIDGE Total					$ 6,771.75
NCS PEARSON INC.	1/17/2025	4027419	MATERIALS AND SUPPLIES	080	$ 47.50
		4027446	MATERIALS AND SUPPLIES	080	$ 289.84
	1/31/2025	4027601	MATERIALS AND SUPPLIES	080	$ 2,924.46
NCS PEARSON INC. Total					$ 3,261.80
NOTABLE INCORPORATED(KAMI)	1/31/2025	4027621	TEACHER SUPPLIES	010	$ 99.00
NOTABLE INCORPORATED(KAMI) Total					$ 99.00
OCCUPATIONAL HEALTH CTR OF CA	1/10/2025	4027347	PHYSICAL EXAMS - PRE EMPL	010	$ 224.00
OCCUPATIONAL HEALTH CTR OF CA Total					$ 224.00
OFFICE DEPOT BUSINESS SOLUTION	1/17/2025	4027405	MATERIALS AND SUPPLIES	010	$ 5,902.81
		4027405	TEACHER SUPPLIES	010	$ 321.23
		4027406	MATERIALS AND SUPPLIES	010	$ 1,181.33
		4027406	MATERIALS AND SUPPLIES	060	$ 727.74
		4027406	MATERIALS AND SUPPLIES	080	$ 191.10
		4027406	MATERIALS AND SUPPLIES	210	$ 57.80
		4027406	TEACHER SUPPLIES	010	$ 1,167.95
		4027427	MATERIALS AND SUPPLIES	010	$ 2,291.35
		4027427	MATERIALS AND SUPPLIES	060	$ 205.18
		4027427	MATERIALS AND SUPPLIES	130	$ 124.82
		4027427	TEACHER SUPPLIES	010	$ 1,734.02
		4027428	MATERIALS AND SUPPLIES	010	$ 1,479.27

Vendor Name	Date	Warrant #	Object Descr	Fund		Sum of Amount
OFFICE DEPOT BUSINESS SOLUTION	1/17/2025	4027428	TEACHER SUPPLIES	010	$	320.53
	1/24/2025	4027501	MATERIALS AND SUPPLIES	010	$	159.51
		4027501	MATERIALS AND SUPPLIES	080	$	161.23
		4027501	TEACHER SUPPLIES	010	$	360.21
	1/31/2025	4027622	MATERIALS AND SUPPLIES	010	$	6,957.38
		4027622	MATERIALS AND SUPPLIES	080	$	22.13
		4027622	TEACHER SUPPLIES	010	$	1,048.82
OFFICE DEPOT BUSINESS SOLUTION Total					**$**	**24,414.41**
OMORI, ANDREA	1/24/2025	4027580	MILEAGE	010	$	77.72
OMORI, ANDREA Total					**$**	**77.72**
ONE STONE APPAREL INC.	1/17/2025	4027447	MATERIALS AND SUPPLIES	088	$	5,949.10
ONE STONE APPAREL INC. Total					**$**	**5,949.10**
O'REILLY AUTOMOTIVE STORES INC	1/17/2025	4027473	PARTS	010	$	80.34
	1/24/2025	4027512	PARTS	010	$	498.14
O'REILLY AUTOMOTIVE STORES INC Total					**$**	**578.48**
OTC DIRECT INC	1/17/2025	4027474	MATERIALS AND SUPPLIES	010	$	236.37
		4027474	MATERIALS AND SUPPLIES	060	$	699.13
		4027474	TEACHER SUPPLIES	010	$	377.33
	1/31/2025	4027602	MATERIALS AND SUPPLIES	010	$	38.39
OTC DIRECT INC Total					**$**	**1,351.22**
PACIFIC EDUCATORS INC.	1/7/2025	4027301	LIFE INSURANCE	010	$	33.18
	1/31/2025	4027653	LIFE INSURANCE	010	$	33.18
PACIFIC EDUCATORS INC. Total					**$**	**66.36**
PACIFIC METRO ELECTRIC, INC	1/13/2025	4027371	SITES AND IMPROVEMENT OF	210	$	28,335.01
PACIFIC METRO ELECTRIC, INC Total					**$**	**28,335.01**
PAM L. ABERG	1/17/2025	4027448	ADVERTISING	210	$	1,092.50
		4027448	ADVERTISMENT COSTS	210	$	1,800.00
	1/31/2025	4027603	ADVERTISING	010	$	1,389.37
PAM L. ABERG Total					**$**	**4,281.87**
PARENT INSTITUTE FOR QUALITY	1/17/2025	4027475	CONTRACTED SERVICES	060	$	14,500.00
PARENT INSTITUTE FOR QUALITY Total					**$**	**14,500.00**
PARTRIDGE CONSULTING INC.	1/13/2025	4027372	CONTRACTED SERVICES	080	$	6,000.00
PARTRIDGE CONSULTING INC. Total					**$**	**6,000.00**
PATRICIA M TOVAR	1/17/2025	4027449	MATERIALS AND SUPPLIES	010	$	22.29
PATRICIA M TOVAR Total					**$**	**22.29**
PATRICIA RODRIGUEZ	1/17/2025	4027450	MATERIALS AND SUPPLIES	010	$	53.14
PATRICIA RODRIGUEZ Total					**$**	**53.14**
PEI-NEI LEE	1/10/2025	4027319	MILEAGE	080	$	93.80
PEI-NEI LEE Total					**$**	**93.80**
PERMANENT AGRICULTURE INC.	1/24/2025	4027502	FOOD	130	$	15,840.95
		4027526	FOOD	130	$	9,185.70
		4027574	FOOD	130	$	1,129.70
PERMANENT AGRICULTURE INC. Total					**$**	**26,156.35**
PERRIN BERNANRD SUPOWITZ	1/16/2025	4027404	MATERIALS AND SUPPLIES	130	$	13,611.33
PERRIN BERNANRD SUPOWITZ Total					**$**	**13,611.33**
PG&E	1/9/2025	4027311	GAS/ELECTRICITY	010	$	254,739.24
	1/13/2025	4027373	GAS/ELECTRICITY	010	$	68.02
	1/17/2025	4027464	GAS/ELECTRICITY	010	$	16.26
PG&E Total					**$**	**254,823.52**
PILOT TRAVEL CENTERS LLC	1/24/2025	4027549	GASOLINE/FUEL	010	$	56.82
PILOT TRAVEL CENTERS LLC Total					**$**	**56.82**
PINE HEALTH, LLC	1/13/2025	4027374	CONTRACTED SERVICES	080	$	17,983.75
PINE HEALTH, LLC Total					**$**	**17,983.75**
PIXEL PRESS TECHNOLOGY LLC	1/17/2025	4027451	LICENSING AGREEMENTS	060	$	800.00
PIXEL PRESS TECHNOLOGY LLC Total					**$**	**800.00**
PLAYLOSOPHY	1/24/2025	4027575	CONTRACTED SERVICES	088	$	12,000.00
PLAYLOSOPHY Total					**$**	**12,000.00**
PLUSHY FEELY CORP	1/24/2025	4027527	MATERIALS AND SUPPLIES	060	$	628.46
PLUSHY FEELY CORP Total					**$**	**628.46**
PRE-PAID LEGAL SERVICES INC.	1/7/2025	4027302	MISCELLANEOUS DEDUCTIONS	010	$	200.91
	1/31/2025	4027654	MISCELLANEOUS DEDUCTIONS	010	$	200.91
PRE-PAID LEGAL SERVICES INC. Total					**$**	**401.82**
PROTECTED INSURANCE PROGRAM FO	1/10/2025	4027320	OTHER INSURANCE	670	$	159,678.17
PROTECTED INSURANCE PROGRAM FO Total					**$**	**159,678.17**
QI QIU	1/24/2025	4027503	MATERIALS AND SUPPLIES	010	$	398.04
		4027503	MATERIALS AND SUPPLIES	060	$	5.55
QI QIU Total					**$**	**403.59**
QUADIENT FINANCE USA, INC.	1/17/2025	4027465	POSTAGE	010	$	7,467.65
QUADIENT FINANCE USA, INC. Total					**$**	**7,467.65**
QUICK LIGHT RECYCLING SERVICES	1/24/2025	4027504	CONTRACTED SERVICES	050	$	798.00
QUICK LIGHT RECYCLING SERVICES Total					**$**	**798.00**
RACHEL SAMPLES	1/17/2025	4027452	MILEAGE	080	$	18.09

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
RACHEL SAMPLES Total					$ 18.09
RAFAEL PAREDES	1/10/2025	4027321	MILEAGE	080	$ 34.84
RAFAEL PAREDES Total					$ 34.84
RAMIREZ, LETICIA	1/24/2025	4027550	MATERIALS AND SUPPLIES	060	$ 252.92
RAMIREZ, LETICIA Total					$ 252.92
RANDALL E. KLEIN	1/24/2025	4027505	PRINTING	010	$ 1,248.00
RANDALL E. KLEIN Total					$ 1,248.00
RECOLOGY SOUTH BAY	1/9/2025	4027308	GARBAGE	010	$ 18,473.91
	1/24/2025	4027528	GARBAGE	010	$ 1,693.14
RECOLOGY SOUTH BAY Total					$ 20,167.05
REHON & ROBERTS APC	1/24/2025	4027506	LEGAL EXPENSES	010	$ 19,013.50
		4027506	LEGAL EXPENSES	210	$ 725.00
REHON & ROBERTS APC Total					$ 19,738.50
RICK DELONG	1/24/2025	4027529	CONTRACTED SERVICES	010	$ 495.00
	1/31/2025	4027634	CONTRACTED SERVICES	010	$ 495.00
		4027635	CONTRACTED SERVICES	010	$ 795.00
RICK DELONG Total					$ 1,785.00
RISING STAR SPED ACADEMY	1/13/2025	4027375	SUBAGREEMENTS FOR SERVICE	080	$ 32,430.00
RISING STAR SPED ACADEMY Total					$ 32,430.00
RO HEALTH INC.	1/17/2025	4027420	CONTRACTED SERVICES	010	$ 26,193.99
RO HEALTH INC. Total					$ 26,193.99
ROCKETSHIP FUERZA	1/10/2025	4027362	TRF TO CHARTER SCHL IN LI	010	$ 135,148.00
ROCKETSHIP FUERZA Total					$ 135,148.00
ROCKETSHIP SI SE PUEDE	1/10/2025	4027363	TRF TO CHARTER SCHL IN LI	010	$ 74,984.00
ROCKETSHIP SI SE PUEDE Total					$ 74,984.00
RODAN BUILDERS INC.	1/31/2025	4027641	SITES AND IMPROVEMENT OF	210	$ 136,308.00
RODAN BUILDERS INC. Total					$ 136,308.00
ROLLINS INC.	1/13/2025	4027390	CONTRACTED SERVICES	050	$ 11,979.00
	1/24/2025	4027551	CONTRACTED SERVICES	050	$ 5,000.00
	1/31/2025	4027623	CONTRACTED SERVICES	050	$ 5,000.00
ROLLINS INC. Total					$ 21,979.00
ROSIO DELUNA	1/10/2025	4027322	MILEAGE	080	$ 30.82
ROSIO DELUNA Total					$ 30.82
ROUND TABLE PIZZA	1/24/2025	4027530	CATERING	010	$ 244.92
ROUND TABLE PIZZA Total					$ 244.92
RUTH GONZALEZ	1/10/2025	4027323	MATERIALS AND SUPPLIES	060	$ 72.57
RUTH GONZALEZ Total					$ 72.57
RUTH MARTINEZ GONZALEZ	1/24/2025	4027552	MATERIALS AND SUPPLIES	088	$ 171.96
RUTH MARTINEZ GONZALEZ Total					$ 171.96
SADDLE POINT SONS LLC	1/24/2025	4027553	MATERIALS AND SUPPLIES	010	$ 741.56
SADDLE POINT SONS LLC Total					$ 741.56
SAN JOSE WATER COMPANY	1/9/2025	4027309	WATER	010	$ 57,763.93
SAN JOSE WATER COMPANY Total					$ 57,763.93
SAN MATEO COUNTY SCHOOLS	1/9/2025	4027312	OTHER INSURANCE	670	$ 258,629.35
SAN MATEO COUNTY SCHOOLS Total					$ 258,629.35
SANCHEZ, MELANY	1/17/2025	4027421	MATERIALS AND SUPPLIES	060	$ 995.20
SANCHEZ, MELANY Total					$ 995.20
SANTA CLARA COUNTY	1/17/2025	4027479	MATERIALS AND SUPPLIES	010	$ 50.00
SANTA CLARA COUNTY Total					$ 50.00
SANTA CLARA COUNTY OFFICE OF	1/17/2025	4027422	TRAVEL AND CONFERENCES	060	$ 70.00
SANTA CLARA COUNTY OFFICE OF Total					$ 70.00
SANTA CRUZ COUNTY OFFICE OF ED	1/24/2025	4027531	CONTRACTED SERVICES	060	$ 13,754.50
SANTA CRUZ COUNTY OFFICE OF ED Total					$ 13,754.50
SARAH CHO	1/17/2025	4027453	OUTDR ED-FLD TRIP-ADMISSI	060	$ 1,950.00
SARAH CHO Total					$ 1,950.00
SAVE MART SUPERMARKETS	1/24/2025	4027507	CATERING	010	$ 249.26
	1/31/2025	4027604	CATERING	010	$ 139.99
SAVE MART SUPERMARKETS Total					$ 389.25
SCHOLASTIC BOOK FAIRS	1/31/2025	4027605	MATERIALS AND SUPPLIES	060	$ 98.88
SCHOLASTIC BOOK FAIRS Total					$ 98.88
SCHOOL NURSE SUPPLY INC.	1/17/2025	4027454	MATERIALS AND SUPPLIES	010	$ 184.79
SCHOOL NURSE SUPPLY INC. Total					$ 184.79
SCHOOL SPECIALTY LLC	1/17/2025	4027476	MATERIALS AND SUPPLIES	060	$ 1,112.90
	1/31/2025	4027624	MATERIALS AND SUPPLIES	060	$ 1,609.87
SCHOOL SPECIALTY LLC Total					$ 2,722.77
SCHOOLWORKS INC	1/31/2025	4027625	CONTRACTED SERVICES	010	$ 11,000.00
SCHOOLWORKS INC Total					$ 11,000.00
SECOND START LEARNING	1/24/2025	4027554	CONTRACTED SERVICES	080	$ 8,560.00
SECOND START LEARNING Total					$ 8,560.00
SELF INSURED SCHOOLS OF	1/9/2025	4027313	OTHER INSURANCE	670	$ 962,198.00
SELF INSURED SCHOOLS OF Total					$ 962,198.00
SELWAY CONSTRUCTION INC	1/17/2025	4027423	CONTRACTED SERVICES	050	$ 15,052.00

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
SELWAY CONSTRUCTION INC Total					$ 15,052.00
SERVICE STATION SYSTEMS	1/24/2025	4027555	CONTRACTED SERVICES	010	$ 275.00
SERVICE STATION SYSTEMS Total					$ 275.00
SFCC INTERMEDIATEHOLDINGS INC	1/13/2025	4027376	MATERIALS AND SUPPLIES	010	$ 537.82
	1/24/2025	4027563	MATERIALS AND SUPPLIES	010	$ 251.71
SFCC INTERMEDIATEHOLDINGS INC Total					$ 789.53
SOCIAL AND ENVIRONMENTAL	1/24/2025	4027556	CONTRACTED SERVICES	060	$ 800.00
SOCIAL AND ENVIRONMENTAL Total					$ 800.00
SOUTHERN COUNTIES LUBRICANTS	1/31/2025	4027606	GASOLINE/FUEL	010	$ 27,895.38
SOUTHERN COUNTIES LUBRICANTS Total					$ 27,895.38
STANDARD INSURANCE CO.	1/7/2025	4027303	LIFE INSURANCE	010	$ 19,113.10
	1/31/2025	4027655	LIFE INSURANCE	010	$ 19,393.00
STANDARD INSURANCE CO. Total					$ 38,506.10
STARFALL EDUCATION FOUNDATION	1/24/2025	4027576	TEACHER SUPPLIES	010	$ 70.00
STARFALL EDUCATION FOUNDATION Total					$ 70.00
STATE OF CA - BOARD OF	1/23/2025	4027483	ACCTS PAYABLE-USE TAX	010	$ 1,200.00
		4027483	ACCTS PAYABLE-USE TAX	060	$ 13.00
		4027483	ACCTS PAYABLE-USE TAX	120	$ 2,498.00
STATE OF CA - BOARD OF Total					$ 3,711.00
STATE OF CALIFORNIA	1/31/2025	4027607	FINGER PRINTING	010	$ 1,271.00
STATE OF CALIFORNIA Total					$ 1,271.00
STEVEN WAYNE DOTY	1/13/2025	4027391	CONTRACTED SERVICES	050	$ 3,500.00
	1/17/2025	4027424	CONTRACTED SERVICES	050	$ 1,531.25
		4027466	CONTRACTED SERVICES	050	$ 3,500.00
		4027466	CONTRACTED SERVICES	140	$ 15,544.38
STEVEN WAYNE DOTY Total					$ 24,075.63
STUDIO W ASSOCIATES INC.	1/17/2025	4027455	ARCHITECT FEES	210	$ 1,270.00
STUDIO W ASSOCIATES INC. Total					$ 1,270.00
SUGIMURA FINNEY ARCHITECTS	1/17/2025	4027456	CONTRACTED SERVICES	210	$ 3,675.00
SUGIMURA FINNEY ARCHITECTS Total					$ 3,675.00
SUNBELT RENTALS INC.	1/31/2025	4027636	EQUIPMENT RENTALS	050	$ 94.50
SUNBELT RENTALS INC. Total					$ 94.50
SUNBELT STAFFING LLC	1/13/2025	4027377	CONTRACTED SERVICES	080	$ 12,635.40
SUNBELT STAFFING LLC Total					$ 12,635.40
SUPER AUTO CARE SERVICES LLC	1/13/2025	4027378	REPAIR OF EQUIPMENT	010	$ 273.78
SUPER AUTO CARE SERVICES LLC Total					$ 273.78
SUZANNE CICALA	1/31/2025	4027608	MATERIALS AND SUPPLIES	010	$ 423.33
SUZANNE CICALA Total					$ 423.33
SYSCO SAN FRANCISCO INC.	1/9/2025	4027310	FOOD	130	$ 13,607.62
	1/16/2025	4027400	FOOD	130	$ 10,695.65
SYSCO SAN FRANCISCO INC. Total					$ 24,303.27
TAG/AMS. INC.	1/13/2025	4027379	CONTRACTED SERVICES	010	$ 325.00
TAG/AMS. INC. Total					$ 325.00
TALTON, VERONICA	1/24/2025	4027532	MILEAGE	010	$ 37.52
	1/31/2025	4027626	MATERIALS AND SUPPLIES	060	$ 29.49
TALTON, VERONICA Total					$ 67.01
TARA CELENE BICKFORD	1/31/2025	4027609	MATERIALS AND SUPPLIES	010	$ 207.09
TARA CELENE BICKFORD Total					$ 207.09
TARGET SPECIALTY PRODUCTS	1/24/2025	4027564	MATERIALS AND SUPPLIES	050	$ 3,907.35
		4027564	TRAVEL AND CONFERENCES	050	$ 276.83
TARGET SPECIALTY PRODUCTS Total					$ 4,184.18
TEACHER CREATED MATERIALS INC.	1/24/2025	4027557	CONTRACTED SERVICES	060	$ 5,500.00
	1/31/2025	4027642	MATERIALS AND SUPPLIES	060	$ 4,899.04
TEACHER CREATED MATERIALS INC. Total					$ 10,399.04
TEAMSTERS LOCAL #150	1/7/2025	4027304	DUES	010	$ 10,671.00
	1/31/2025	4027656	DUES	010	$ 10,596.00
TEAMSTERS LOCAL #150 Total					$ 21,267.00
TEAMSTERS MANAGED TRUST FUNDS	1/10/2025	4027324	OTHER INSURANCE	670	$ 232,912.00
TEAMSTERS MANAGED TRUST FUNDS Total					$ 232,912.00
TEXAS LIFE INSURANCE	1/7/2025	4027305	LIFE INSURANCE	010	$ 6,870.76
	1/31/2025	4027657	LIFE INSURANCE	010	$ 7,275.76
TEXAS LIFE INSURANCE Total					$ 14,146.52
THE CREEKSIDE SCHOOL	1/17/2025	4027457	SUBAGREEMENTS FOR SERVICE	080	$ 10,611.25
THE CREEKSIDE SCHOOL Total					$ 10,611.25
THE DANIELSEN COMPANY	1/16/2025	4027401	FOOD	130	$ 30,796.04
THE DANIELSEN COMPANY Total					$ 30,796.04
THE ENVISIONEERS INC	1/9/2025	4027314	SUBAGREEMENTS FOR SERVICE	060	$ 62,662.87
THE ENVISIONEERS INC Total					$ 62,662.87
THE PAPE' GROUP INC	1/17/2025	4027458	PREVENTIVE EQUIP MAINTENA	010	$ 300.00
THE PAPE' GROUP INC Total					$ 300.00
THE PROPHET CORPORATION	1/17/2025	4027459	MATERIALS AND SUPPLIES	010	$ 575.09
		4027477	MATERIALS AND SUPPLIES	060	$ 387.90

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
THE PROPHET CORPORATION	1/17/2025	4027477	TEACHER SUPPLIES	010	$ 437.41
	1/24/2025	4027558	TEACHER SUPPLIES	010	$ 416.36
	1/31/2025	4027610	MATERIALS AND SUPPLIES	010	$ 616.65
		4027637	MATERIALS AND SUPPLIES	060	$ 337.76
THE PROPHET CORPORATION Total					**$ 2,771.17**
THE TECH INTERACTIVE	1/24/2025	4027559	OUTDR ED-FLD TRIP-ADMISSI	060	$ 444.00
	1/30/2025	4027583	OUTDR ED-FLD TRIP-ADMISSI	060	$ 810.00
THE TECH INTERACTIVE Total					**$ 1,254.00**
THINK TOGETHER	1/13/2025	4027380	CONTRACTED SERVICES	060	$ 435,165.00
		4027380	SUBAGREEMENTS FOR SERVICE	060	$ 164,064.20
		4027380	SUBAGREEMENTS FOR SERVICE	120	$ 93,306.58
THINK TOGETHER Total					**$ 692,535.78**
THOMAS WOO	1/24/2025	4027533	MILEAGE	010	$ 20.10
THOMAS WOO Total					**$ 20.10**
THOMSON REUTERS - WEST	1/24/2025	4027560	MATERIALS AND SUPPLIES	010	$ 306.26
THOMSON REUTERS - WEST Total					**$ 306.26**
TIERNEY LOPEZ	1/24/2025	4027508	MILEAGE	080	$ 226.46
TIERNEY LOPEZ Total					**$ 226.46**
TRACY LYNN LOFTIN	1/17/2025	4027460	MATERIALS AND SUPPLIES	010	$ 239.47
TRACY LYNN LOFTIN Total					**$ 239.47**
TSG ENTERPRISES INC.	1/13/2025	4027381	CONTRACTED SERVICES	210	$ 5,628.00
TSG ENTERPRISES INC. Total					**$ 5,628.00**
U.S. BANK	1/21/2025	4027480	DUES AND MEMBERSHIPS	060	$ 600.00
		4027480	FOOD	130	$ 69.95
		4027480	LICENSING AGREEMENTS	010	$ 785.54
		4027480	MATERIALS AND SUPPLIES	010	$ 6,949.16
		4027480	MATERIALS AND SUPPLIES	060	$ 768.34
		4027480	MATERIALS AND SUPPLIES	130	$ 108.71
		4027480	OUTDR ED-FLD TRIP-ADMISSI	060	$ 400.00
		4027480	SUBSCRIPTIONS	010	$ 79.75
		4027480	TRAVEL AND CONFERENCES	010	$ 3,645.64
U.S. BANK Total					**$ 13,407.09**
UBEO WEST	1/17/2025	4027467	OVERAGES	010	$ 26.38
		4027467	OVERAGES	060	$ 73.94
		4027467	OVERAGES	080	$ 7.53
		4027467	PREVENTIVE EQUIP MAINTENA	010	$ 288.20
		4027467	PREVENTIVE EQUIP MAINTENA	060	$ 706.65
		4027467	PREVENTIVE EQUIP MAINTENA	080	$ 867.88
	1/24/2025	4027513	OVERAGES	010	$ 511.30
		4027513	OVERAGES	060	$ 288.33
		4027513	OVERAGES	050	$ 0.99
		4027513	PREVENTIVE EQUIP MAINTENA	010	$ 2,349.37
		4027513	PREVENTIVE EQUIP MAINTENA	060	$ 2,030.07
		4027513	PREVENTIVE EQUIP MAINTENA	050	$ 177.40
		4027513	PREVENTIVE EQUIP MAINTENA	080	$ 43.48
		4027513	PREVENTIVE EQUIP MAINTENA	130	$ 776.10
		4027513	PREVENTIVE EQUIP MAINTENA	210	$ 25.87
UBEO WEST Total					**$ 8,173.49**
UNITED PARCEL SERVICE	1/24/2025	4027509	POSTAGE	010	$ 137.80
UNITED PARCEL SERVICE Total					**$ 137.80**
UNITED REFRIGERATION INC.	1/31/2025	4027611	MATERIALS AND SUPPLIES	050	$ 5,472.89
UNITED REFRIGERATION INC. Total					**$ 5,472.89**
VISTA CENTER FOR THE BLIND &	1/17/2025	4027425	CONTRACTED SERVICES	080	$ 820.00
VISTA CENTER FOR THE BLIND & Total					**$ 820.00**
W.W. GRAINGER INC.	1/13/2025	4027392	MATERIALS AND SUPPLIES	050	$ 2,826.04
		4027392	SUPPLY-INVENTORY(NON-CAP	050	$ 514.51
W.W. GRAINGER INC. Total					**$ 3,340.55**
WATER QUALITY PLUMBING INC	1/24/2025	4027534	CONTRACTED SERVICES	050	$ 1,967.00
		4027561	CONTRACTED SERVICES	050	$ 1,175.00
	1/31/2025	4027638	CONTRACTED SERVICES	050	$ 1,945.00
WATER QUALITY PLUMBING INC Total					**$ 5,087.00**
WEST MUSIC COMPANY INC	1/31/2025	4027612	TEACHER SUPPLIES	010	$ 128.24
WEST MUSIC COMPANY INC Total					**$ 128.24**
WEX Health Inc	1/10/2025	4027364	PROF/CONSULT SVC OPERATIN	670	$ 60.00
WEX Health Inc Total					**$ 60.00**
YEYI ORGANICS INC.	1/31/2025	4027613	FOOD	130	$ 10,836.00
YEYI ORGANICS INC. Total					**$ 10,836.00**
YMCA OF SILICON VALLEY	1/17/2025	4027426	CONTRACTED SERVICES	060	$ 124,143.21
		4027426	SUBAGREEMENTS FOR SERVICE	060	$ 108,876.37
YMCA OF SILICON VALLEY Total					**$ 233,019.58**
ZAMANIEGO-CHAIDEZ, CINDY	1/24/2025	4027581	MATERIALS AND SUPPLIES	060	$ 244.38
ZAMANIEGO-CHAIDEZ, CINDY Total					**$ 244.38**

AP Check Register - Pivot Table Summary by Vendor
January 2025

Vendor Name	Date	Warrant #	Object Descr	Fund	Sum of Amount
Grand Total					$ 6,032,994.94

AP Check Register - Pivot Table Summary by Vendor
January 2025

Vendor Name	Date	Warrant #	Object Descr	Fund Sum of Amount

AP Check Register - Pivot Table Summary by Vendor
January 2025

Vendor Name	Date	Warrant #	Object Descr	Fund Sum of Amount

AP Check Register - Pivot Table Summary by Vendor
January 2025

Vendor Name	Date	Warrant #	Object Descr	Fund Sum of Amount

10. 6

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: February 5, 2025

Subject: **Approve Bond Contracts/Extensions**

Staff Analysis: The District has received a summarized list of bond contracts/extensions dates February 13, 2025.

Recommendation: Staff recommends approval of the Bond Contracts/Extensions.

Submitted by: Teresa DeCelles TD Title: Assistant Superintendent, Business Services

To the Board of Trustees:

Recommend Approval

10. 6
Agenda Placement

Meeting: February 13, 2024
Regular Board Meeting

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Alum Rock Union Elementary School District
February 13, 2025 Board Meeting

BOND CONTRACTS/EXTENSIONS

CONTRACTOR NAME	DATE OF SERVICE	COST	PURPOSE
Sixth Dimension	02/14/25	$ 50,004.00	Contractor will provide additional evaluation and remedial efforts with the design/construction teams to resolve some design issues; these project events have taken the contractor team to start the required close-out process longer and amended the initial contract; Amendment No. 2 Bid #B2223-Bonds30; sites are McCollam Elem, Adellante II and Russo/McEntee Academies.

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: February 4, 2025

Subject **Approve Amendment No. 2 with Sixth Dimension for additional Construction Management Services, Bid #B2223-Bonds30.**

Staff Analysis: On March 9, 2023 the Board of Trustees approved the contract agreement with Sixth Dimension for ADA Improvement, Re-roofing, Interior Building Upgrades, Low voltage Infrastructure, and HVAC Improvement to multiple buildings at Adelante II, McCollam Elementary, and Russo/McEntee Academy.

The design and construction of the HVAC projects were substantially completed in the summer of 2024. Additional evaluation and remedial efforts with the design and construction teams have taken place to resolve some design issues. Due to these project events it has taken the Sixth Dimension team longer to start the required close-out process, but Six Dimension is confident this project can successfully be concluded by February 2025.

In order for Six Dimension to continue working with the design and construction teams to mitigate ongoing items related to design issues, the term of this agreement is being extended till June 30, 2025.

Item	Amount
Original Contract Amount	$416,852.00
Amendment No. 1	$ 86,190.00
Amendment No. 2	$ 50,004.00
New Contract total	**$553,046.10**

Recommendation: Staff recommends the Board of Trustees approve Addendum No. 2 in the amount of $50,004 dollars with Sixth Dimension and extend the term of the agreement to June 30, 2025.

Prepared by: Marc Freitas MF Title: Interim Chief Bonds Officer

Approved by: Teresa DeCelles Title: Assistant Superintendent, Business Services

To the Board of Trustees: Meeting: February 13, 2025

Regular Board Meeting

Recommended Approval

Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved _____ Not Approved _____ Tabled _____

Docusign Envelope ID: 05607AB2-FDE1-44CC-8210-AD1056E3A9F8

AMENDMENT NO. 2 to:

INDEPENDENT CONSULTANT AGREEMENT FOR CONSTRUCTION MANAGEMENT SERVICES

This Amendment No. 2 ("Amendment") amends the Independent Consultant Agreement for Construction Management Services ("Agreement"), which was entered into by and between the Alum Rock Union School District ("District") and Sixth Dimension ("Consultant") (together, "Parties") as follows:

RECITALS

WHEREAS, the Parties entered into the Agreement effective as of March 9, 2023 in order for Consultant to provide Construction Management Services ("Services"); and

WHEREAS, the Parties now desire to amend and supplement the Agreement to extend the term of the Agreement to June 30, 2025; 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:

The design and construction of the HVAC projects were substantially completed in the summer of 2024. Additional evaluation and remedial efforts with the design and construction teams have taken place to resolve some design issues. Due to these project events it has taken the Sixth Dimension team longer to start the required close-out process, but Six Dimension is confident this project can successfully be concluded by February 2025.

In order for Six Dimension to continue working with the design and construction teams to mitigate ongoing items related to design issues, the term of this agreement is being extended till June 30, 2025.

Original Contract Amount	$416,852.00
Amendment No. 1	$ 86,190.10
Amendment No. 2	$ 50,004.00
New Contract Total	$553,046.10

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. 2 and any provision of the Agreement, relating to Consultant's compensation or scope of Services, the provisions of this Amendment No. 2 shall control.

Docusign Envelope ID: 05607AB2-FDE1-44CC-8210-AD1056E3A9F8

IN WITNESS WHEREOF, the Parties hereto have accepted and agreed to this Amendment No. 2 on the dates indicated below.

Dated: _____ , 2025

Alum Rock Union School District

By: _____

Print Name: _____

Print Title: _____

Dated: 2/5/2025 , 2025

Sixth Dimension PMCM, Inc.

By: DocuSigned by: Karl Schultz 9836AA5A992B492...

Print Name: Karl Schultz

Print Title: President

6D PMCM
888-674-4660
2121 N. California Blvd., Suite 290
Walnut Creek, CA 94596
CA# 1111440

January 30, 2025

Mr. Marc Freitas, Interim Chief Bonds Officer
Alum Rock Union School District
2930 Gay Avenue
San Jose, CA 95127

Subject: ARUSD – Amended Fee and Staffing Proposal for BD2223 Bonds30 - HVAC Projects (Adelante II, McCollam Elementary, Russo/McEntee Academy)

Dear Mr. Freitas,

We appreciate the District's time during recent communications wherein we discussed the staffing needs and forecast for the successful closeout of all HVAC projects. As you know, design and construction of the HVAC projects substantially completed summer of 2024. Since that time all projects have experienced a series of complications resulting in multiple site visits to address concerns expressed by the District, as well as teachers and staff from these schools. These communications resulted in additional follow-up communication, assessments, and evaluation of remedial efforts with the design and construction teams to resolve the operational issues/concerns. This request is in recognition of project events/considerations that have affected the 6D team's ability to successfully close out the HVAC via DSA and provide close out documents to the District.

As noted, our staffing plan anticipated the HVAC work to be successfully closed out and all DSA approvals obtained by the end of December 2024. We believe that more recent communications and the start of the close-out process through DSA can and will be successfully concluded in February 2025. Remaining items related to operational considerations while ongoing are also expected to be resolved no later than June 30, 2025.

Our staffing plan with fee proposal in an amount not to exceed $50,004 for a total contract amount of $553,046.10 (inclusive of 6D, consultants, and reimbursables) is attached for your review and consideration. The original contract amount was in the amount of $416,852, with a change order of $86,190.10 Board approved on November 11, 2024. Our team remains committed to ensuring continued success of the District program and projects.

Please do not hesitate to contact me if there are any questions.

Sixth Dimension|6DPMCM

Dolores A. Montenegro
Vice President/Project Director

ALUM ROCK UNION SCHOOL DISTRICT - STAFFING PLAN

RFP No. 2223-Bonds30 - HVAC / DSA CLOSEOUT

Schedule Activity	Dec-24	Jan-25	Feb-25	Mar-25	Apr-25	May-25	Jun-25	Jul-25	Aug-25	Sep-25	Oct-25	Nov-25	Dec-25			
Construction Phase 2 (HVAC/DSA Close-Out)																
Position	**Dec-24**	**Jan-25**	**Feb-25**	**Mar-25**	**Apr-25**	**May-25**	**Jun-25**	**Jul-25**	**Aug-25**	**Sep-25**	**Oct-25**	**Nov-25**	**Dec-25**	**Total Hours**	**Rate**	**Total**
Principal -in-Charge																
Project Director			9	8	8	8	8							41	$244	$10,004
Construction Manager			142	16	16	16	10							200	$200	$40,000
Estimating																
Constructability Review																
Estimating (Saylor)																
Reimbursables																
Total			**$30,596**	**$5,152**	**$5,152**	**$5,152**	**$3,952**	$0	$0	$0	$0	$0	$0	**241**		**$50,004**

10.7

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

Office of Superintendent of Schools

ITEM REQUIRING ATTENTION – BOARD OF EDUCATION

To the Board of Trustees:

SUBJECT: Current Enrollment.

Information Only

Submitted by: German Cerda Title: Superintendent

To the Board of Trustees: Meeting: February 13, 2025
Regular Board Meeting

Information Only

10.7
Agenda Placement

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by: _____ Seconded by: _____

Approved: _____ Not Approved: _____ Tabled: _____

Master Enrollment

as of Jan 31, 2025 4:00:22 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	4	13	63	52	56	52	66	51	57	46	52	**512**	0	512	0	512
Adelante 2 K-8	1	19	39	43	46	40	50	40	43	29	14	**364**	0	364	0	364
Aptitud K-8	0	14	31	29	28	39	47	42	53	44	54	**381**	9	390	1	391
Cassell ES	3	18	47	28	33	45	38	38	0	0	0	**250**	28	278	0	278
Chavez ELC	1	23	32	0	0	0	0	0	0	0	0	**56**	3	59	13	72
Cureton ES	0	21	26	32	36	40	40	38	0	0	0	**233**	22	255	0	255
Dorsa ES	5	15	37	30	36	46	48	46	0	0	0	**263**	21	284	0	284
Hubbard K-8	0	17	41	40	38	40	50	44	40	58	52	**420**	2	422	6	428
Linda Vista ES	1	31	54	59	69	73	76	59	0	0	0	**422**	23	445	8	453
LUCHA ES	0	14	22	34	35	32	37	47	0	0	0	**221**	0	221	0	221
Lyndale ES	3	14	36	30	46	47	42	37	0	0	0	**255**	20	275	23	298
McCollam ES	2	17	42	53	47	58	55	64	0	0	0	**338**	40	378	0	378
Meyer ES	0	14	28	34	34	39	33	45	0	0	0	**227**	20	247	8	255
Painter ES	6	39	49	61	50	54	52	45	0	0	0	**356**	0	356	1	357
Russo McEntee ES	2	21	36	41	51	45	46	48	0	0	0	**290**	41	331	0	331
Ryan ES	1	10	32	31	26	39	44	50	0	0	0	**233**	13	246	0	246
San Antonio ES	0	13	29	52	58	46	49	70	0	0	0	**317**	13	330	0	330
George MS	0	0	0	0	0	0	0	0	123	110	146	**379**	3	382	0	382
Ocala MS	0	0	0	0	0	0	0	0	90	141	137	**368**	11	379	0	379
Renaissance 1 MS	0	0	0	0	0	0	0	0	82	125	123	**330**	19	349	0	349
Renaissance 2 MS	0	0	0	0	0	0	0	0	103	103	105	**311**	13	324	0	324
Sheppard MS	0	0	0	0	0	0	0	0	140	154	146	**440**	12	452	0	452
	29	**313**	**644**	**649**	**689**	**735**	**773**	**764**	**731**	**810**	**829**	**6966**	**313**	**7279**	**60**	**7339**

10.8

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: **February 13, 2025**

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 MF Title: Procurement Manager

Approved by: Teresa DeCelles TD Title: Assistant Superintendent of Business Services

To the Board of Trustees:

Recommend Approval

10.8
Agenda Placement

Meeting: February 13, 2025
Regular Board Meeting

German Cerda, Superintendent

DISPOSITION BY BOARD OF TRUSTEES

Motion by:_____ Seconded by:_____

Approved: _____ Not Approved: _____ Tabled:_____

Alum Rock Union Elementary School District
February 13, 2025 Board Meeting

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

SCHOOL/ DEPARTMENT	DATE OF SERVICE	CONSULTANT NAME	COST	PURPOSE
Cureton Elementary Tereasa Smith	04/01/2025- 04/30/2025	Social and Environmental Entrepreneurs (SEE)	No Cost	On Wednesday, April 17, 2025 provide a math festival to inspire all Cureton students develop confidence, joy and positive enthusiasm for mathematics. The goal is to advance the education of academically talented, intellectually curious students. Funding: Restricted
Cureton Elementary Tereasa Smith	04/29/2025- 05/02/2025	YMCA Camp Campbell Outdoor Science School	$16,000.00	YMCA of the Redwoods - Camp Campbell Outdoor Science. Cureton Elementary 5th grade students will participate and YMCA will include meals, lodging, and program fees. Program to inspire love for nature and the outdoors, awareness for nature while enjoying campfires, singing and lifelong relationships. Funding: Restricted
Academic Services Tara Bickford	07/01/2024- 06/30/2025	Literacy Resources LLC Dba: Heggerty Phonemic Awareness	$42,750.00	Contract Adjustment: CO 257580, Board approved June 13, 2024. Original Contract Amount $40,200.00. New Contract Amount $42,750.00. Literary Resources will be providing an additional three phonemic awareness professional development coaching webinars for all K-2nd grade teachers. Funding: Restricted

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Fiscal Services Mike Fogel	02/18/2025- 06/30/2025	Harvey M. Rose Associates, LLC	$69,640.00	Harvey M. Rose Associates, LLC shall conduct an operational bonds performance audit and provide a corresponding audit report related to measure I, J, and S bond projects for the past three fiscal years. Funding: Restricted
Instructional Services Sandra Garcia	02/14/2024- 03/14/2025	Orenda	$15,000.00	Orenda will provide a two-day institute geared for superintendents and core district members to engage in 4 sessions of professional learning centered around the phases of the Student Acceleration Formula. The intensive will include a mid-year evaluation of project implementation, a forum for identifying key success and areas of growth, and an opportunity to strategize and plan for the 2025-26 school year. Funding: Restricted
Office of the Superintendent Sergio Diaz Luna	02/14/2025- 06/30/2025	Creative West Graphic Solutions LLC	$9,750.00	Creative West Graphic Solutions will provide design work for ARUSD's enrollment marketing campaign and related materials. Among the deliverables are designs for district-wide brochure, door-hangers, school-based tri-fold pamphlets, banners for school sites, and other materials as identified by ARUSD staff. Funding: General

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

Special Education Anthony Colonna	07/01/2024- 06/30/2025	LDP Inc. Dba: Leader Services	$70,000.00	Contract Adjustment: CO 257537, Board Approved May 9, 2024. Original Contract Amount $40,000.00. New Contract Amount $70,000.00. Due to contributing audits for previous years, Leader Services will be providing additional reimbursement funds. Funding: Restricted
State and Federal Dr. Kiela Jimenez	06/09/2025- 07/03/2025	Little Heroes	$79,200.00	Little Heroes will provide youth development programs to ARUSD students during the summer program June 9-July 3, 2025. The program will consist of art instruction, science instruction and organized outdoor activities. Funding: Restricted
State and Federal Dr. Kiela Jimenez	04/07/2025- 04/11/2025	Nexplore LLC	$6,000.00	Nexplore LLC will provide ARUSD TK-8th grade students five days of Spring intersession. Nexplore LLC will provide three classes per day for up to 20 students per class from 2-5pm. The following experiences will be offered; 3D printing, drones, dough, magic, and pottery. Funding; Restricted
State and Federal Dr. Kiela Jimenez	04/07/2025- 04/11/2025	Think Together Inc.	$53,392.00	Think Together Inc. will provide Extended Learning Opportunities program support at one school site for up to 180 students. Think Together Inc. will provide services for up to nine hours per day for five program days during Spring Break. Funding: Restricted

PROFESSIONAL CONSULTANT SERVICES – FIRMS/ORGANIZATIONS

State and Federal Dr. Kiela Jimenez	02/14/2025- 04/11/2025	Silicon Valley Education Foundation (SVEF)	$6,000.00	The Computer Science Innovate (CSI) program will provide ARUSD with three classes to 24 students during the 2024-2025 Spring Break that will introduce students to game design and AI ethics through block-based coding. The program blends hands-on coding with critical discussions about AI's impact, ethics, and careers in technology. Funding: Restricted
State and Federal Dr. Kiela Jimenez	04/07/2025- 04/11/2025	Resource Area for Teaching (Raft)	$13,500.00	Resource Area for Teaching will provide up to 60 ARUSD 4th, 5th and 6th grade students STEAM theme activities during Spring Break from 12pm-5pm. Daily activities include hands-on STEAM kits, experimentation, data analysis and team projects. Funding: Restricted
Student Services Dr. Imee Almazan	02/14/2025- 06/30/2025	Elliot Paul Schlang Dba: Big Smiles	No Cost	Big Smiles will provide dental screenings to all ARUSD students and give a report to the parents. At no cost to the district. Funding: General
Student Services Dr. Imee Almazan	02/14/2025- 06/30/2028	George Maxe/ The Future Talent of Silicone Valley Dba: First Tee – Silicon Valley	No Cost	Future Talent of Silicon Valley will offer a golf program to a maximum 5 qualifying ARUSD schools at no cost while supplies last. Any additional school must pay the cost of the Community Partner Golf program not to exceed $2,000.00. To qualify each school must have a senior staff person (e.g. principal) sign FTSV's CPA request and agree. Funding: General

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: CURETON ELEMENTARY SCHOOL (School/Dept.) VENDOR NO. _____

Submitted by: MRS. SMITH, T. - 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: SOCIAL AND ENVIRONMENTAL ENTREPRENEURS

Address: 23456 Calabasas Road, Suite 201 City: Calabasas State: CA Zip: 91302

Phone: (408) 515-1908 Email Address: jrmf.org

SSN: _____ or Fed I.D. #: 95-4116679

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on April 1, 2025, and will diligently perform as required and complete performance by April 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").

Social and Environmental Entrepreneurs on Wednesday, April 17, 2025 will provide a math festival to inspire all Cureton students develop confidence, joy and positive enthusiasm for mathematics. The goal is to advance the education of academically talented, intellectually curious 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:** $ No Charge (describe rate agreement) Grant covers 100%

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
088	8210	0	5815	00	1110	4000	000000	010	0502	- 0 -	MN 2/4/25

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

Julia Robinson Mathematics Festival

23456 Calabasas Road, Suite 201
Calabasas, CA 91302
(408) 515-1908
jrmf.org

Description of Services - Cureton Elementary Math Festival

The Julia Robinson Mathematics Festival (JRMF), a project of Social and Environmental Entrepreneurs, will host a math festival for Cureton Elementary on 4/17/25 from 4:30 - 6:30 PM PT.

Cureton Elementary will provide a space with tables and chairs/benches and volunteers for the event. JRMF will provide all of the math activity supplies, lead a 1 hour volunteer training before the event, and set up and clean up for the event.

The timeline for the math festival is as follows:

- 1:30 - 3:30 PM PT - setup
- 3:30 - 4:30 PM PT - volunteer training
- 4:30 - 6:30 PM PT - math festival
- 6:30 - 7:30 PM PT - cleanup

The cost for these services is covered by our Math Festival Grants for Title 1 Schools program. This event will be free for the school.

For additional information about JRMF services, please contact daniel.kline@jrmf.org.

Daniel Kline

Executive Director

Julia Robinson Mathematics Festival

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: CURETON ELEMENTARY SCHOOL (School/Dept.) VENDOR NO. _____

Submitted by: MRS. SMITH, T. - 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: YMCA Camp Campbell Outdoor Science School

Address: 16275 Highway 9 City: Boulder Creek, State: CA Zip: 95006

Phone: (831) 338-2128 Email Address: campcampbell@ymcasv.org

SSN: N/A or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on April 29, 2025, and will diligently perform as required and complete performance by May 2, 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").

YMCA of the Redwoods - Camp Campbell Outdoor Science. Cureton Elementary 5th grade students will participate and YMCA will include meals, lodging, and program fees. Program to inspire love for nature and the outdoors, awareness for nature while enjoying campfires, singing and lifelong relationships.

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) Contract not to exceed $16, 000.

5. **BUDGET CODE:**

FD	RESC	PY	OBJECT	SUB-OBJ	GOAL	FCTN	COST-CNTR	LOC	PROG	$AMOUNT	BUS. OFC Initials
088	8210	0	5815	00	1110	4000	000000	010	0502	$16,000.00	MN 2/4/25

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

YMCA Camp Campbell Outdoor Science School
16275 Highway 9
Boulder Creek, CA 95006-9652
P: (831)338-2128
Email: campcampbell@ymcasv.org
www.ymcacampcampbell.org

Group Use Agreement
Please Read Carefully and Completely
Member Number: 000009412800

Contract Sent: 03/15/2024

To assure requested dates and facilities, this agreement must be signed and returned with proof of insurance and deposit no later than April 15, 2024.

Name of School	**Horace Cureton School**	District	**Alum Rock SD**
Address	**3270 E Hills Dr, San Jose, CA 95127**	Principal	**Tereasa Smith**
Contact Person	**Kelsey Rothrock**	Email	**kelsey.rothrock@arusd.org**
School Phone	**(408)928-7350**	Fax	
First Date of Use	**04/29/2025**	Last Date of Use	**05/02/2025**
First Meal	**Tuesday Lunch**	Last Meal	**Friday Breakfast**
Arrival Time	**10:00 AM**	Departure Time	**12:00 PM**

ATTENDANCE: **Minimum Guarantee: 20** **Maximum Number: 40**
FEES: **Per Student: $400.00** **Per Teacher: $265.00**
Minimum Charge for use described above: $8,000

Camp fees include, unless otherwise specified, all meals, lodging, program fees, medical supplies, recruitment and training of volunteer cabin leaders who will provide 24 hour supervision, a Health Supervisor and other staff certified in age appropriate first aid, CPR, use of AED and group orientation to all safety and emergency procedures and regulations.

FINANCIAL RESPONSIBILITY: A non-refundable deposit of $400.00 with the signed copy of this agreement by the above specified date is necessary to hold the requested dates of use and facilities. The school will receive an invoice via email after the visit. The deposit will be deducted from the final invoice. Part-time participants shall be charged accordingly to the stated rates. Partial credit will be given for meals/days missed due to student injury or illness. The final bill must be paid in full within 30 days of visit. A service charge of 1.5% per month on the unpaid balance will be added to past due balances. Applicant agrees to pay for any damage to YMCA property by any member of the group, excepting ordinary wear and tear. Any souvenirs purchased by the students during Outdoor Science School will be invoiced to the school.

GUARANTEED MINIMUM / MAXIMUM: Alum Rock SD is responsible for paying the per camper day fee for each of the minimum guarantee numbers listed in this agreement. Please check for accuracy. Minimums apply to full-time participants. Part-time participants and guests are not included in this total. You may not exceed your maximum without written permission from the YMCA Camp Campbell management.

INDEMNITY / INSURANCE: Alum Rock SD shall defend, indemnify and hold harmless the YMCA of Silicon Valley (YMCA), including its officers, directors, employees and agents, from and against any and all liability, losses, damages and expenses, including reasonable attorney's fees and costs, incurred by the YMCA which arise out of or relate to the wrongful, willful, or negligent act or omission of, its officers, directors, employees or agents, in the performance of this agreement.

The YMCA of Silicon Valley (YMCA) shall defend, indemnify and hold harmless Alum Rock SD, including its officers, directors, employees and agents, from and against any and all liability, losses, damages and expense, including reasonable attorney's fees and costs, incurred by Alum Rock SD, which arise out of or relate to the wrongful, willful, or negligent act or omission of the YMCA, its officers, directors, employees or agents, in the performance of this Agreement.

Alum Rock SD will provide documentation prior to use of the facilities naming the YMCA as "Additional Insured," at a minimum, one million dollar combined single limit liability for bodily injury, property damage and personal injury and all risk liability related to the program. The YMCA does not provide Accident/Illness insurance for participants. Each group is responsible for providing its own coverage.

I have read BOTH pages of this agreement and understand it to be the official agreement between the YMCA of Silicon Valley and Alum Rock SD.

SUPERINTENDENT: _____ 6/3/2024

Signature **Date**

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHANGE ORDER (POCO)

P.O. No. _____ Contract No. 257580

Original P.O Amount $_____ Contract Original Amount $40,200.00

Vendor Name: Literary Resources, LLC - Heggerty Vendor No. _____

Please check:

_____ Cancel P.O. / Contract
✓ Change Item No.: 1
✓ Increase Amount Line Item No.: 1
_____ Decrease Amount Line Item No.: _____
_____ Add Line No.: _____
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
_____ Other _____

CONTRACTS ONLY

Change Orders:

Contracts Original Amount	$40,200.00
Change Order #: 1	$2,550.00
Change Order #: _____	$_____
Change Order #: _____	$_____
New Contract Total (including Change Orders)	$42,750.00

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	060	6762	0	5815	00	1110	1000	040100	305	6762	$2,550.00	
												C 2/4/25

Reason for Adjustment:

Adding three phonemic awareness professional development coaching webinars for all K-2nd grade teachers. JMB 2/4/25

Increase Line Item No. 1 by $2,550.00 for a new contract total of $42,750.00.

School/Dept.: Academic Services Requested by: Andrea Gonzalez

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

Director/Program Manager

Procurement Manager

Date Requested: 1/24/2025 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.)

Heggerty
805 Lake Street, #293
Oak Park, IL 60301
708-366-5947 (phone)
orders@heggerty.org
www.heggerty.org

CONTRACT FOR PROFESSIONAL DEVELOPMENT: Webinar

Bill To Name	Alum Rock Union Elementary School District	ERP Quote #	714001
Contact Name	Tara Bickford	Quote Date	1/23/2025
Bill To	2930 GAY AVE SAN JOSE, CA 95127-2398 USA		

Product Name	PD Start	PD End	Time Zone	Topic	Literacy Specialist	Number of Participants	Sales Price	Total Price
Phonemic Awareness Professional Development Coaching Webinar	1/28/2025, 3:00 PM	1/28/2025, 4:00 PM	Pacific	PA Kinder Decodable Coaching	Lori Jurjovec	N/A	$850.00	$850.00
Phonemic Awareness Professional Development Coaching Webinar	1/28/2025, 3:00 PM	1/28/2025, 4:00 PM	Pacific	PA 1st Decodable Coaching	Laura Castro	N/A	$850.00	$850.00
Phonemic Awareness Professional Development Coaching Webinar	1/28/2025, 3:00 PM	1/28/2025, 4:00 PM	Pacific	PA 2nd Decodable Coaching	Betsy Kinsinger	N/A	$850.00	$850.00

Subtotal	$2,550.00
Total Price	$2,550.00
Tax	$0.00
Grand Total	$2,550.00

Professional Fee: The District agrees to pay the Grand Total Amount above to Literacy Resources, LLC within 30 days upon completion of the Professional Services. **A PO must be submitted two weeks prior to the training date.** Preferred payment methods include Direct Deposit (EFT/ACH), Credit Card, and E-Check. Physical checks are also accepted and should be payable to **Literacy Resources, LLC.**
Handouts: The District will duplicate the handout sent in advance for all participants. The District acknowledges and agrees that all copyright and other intellectual property rights in the materials within the handouts belong to Literary Resources, and the District will not copy, distribute, display or modify the handouts except as provided herein or otherwise as approved by Literacy Resources in writing.
Equipment: A computer or tablet with a projector should be used to display the webinar to a group. Zoom is the online platform used to provide this webinar and the camera and speakers should be enabled prior to the start time of the webinar.
Intellectual Property Rights & Webinar Recording: The District will be provided with a recording of the webinar for 30 days following the scheduled date of the webinar. The District acknowledges and agrees that all copyright and other intellectual property rights in the recordings belong to Literary Resources, and the District will not copy, distribute, display, perform or modify the recordings as provided herein or otherwise as approved by Literacy Resources in writing.
Cancellation Policy: The District acknowledges and agrees that cancellations made by the District up to 2 weeks (14 days) prior to the scheduled date of the webinar will be processed without penalty, and any prepayments made will be refunded in full. Cancellations made by the District less than 2 weeks (14 days) prior to the scheduled date of the webinar will be subject a charge equal to 100% of the professional fee – any prepayments made will not be refunded.*
***Force Majeure**: In the event either party must cancel the scheduled webinar because of circumstances reasonably beyond its control, including but not limited to closures due to weather, closures due to pandemic, technical or power interruptions or malfunctions, strike, national emergencies, fire, flood, catastrophe, or acts of God, the District shall not be responsible for any cancellation fees or penalties. In the event of such an occurrence, each party agrees to make a good faith effort to reschedule professional services for a later date and time.

Dr. Tara Bickford-Willis

District

Director, Academic Services

Title

1.23.25

Date

Kimberly Greene

Literacy Resources, LLC

PD Coordinator

Title

1.23.2025

Date

Purchase Order

No. CO 257580

MERCHANDISE MUST SHOW THIS NUMBER ON INVOICES, PACKAGES AND CORRESPONDENCE.

Alum Rock Union School District

2930 Gay Ave, San Jose, CA 95127-2398
Accts Payable: 408-928-6852
Purchasing: 408-928-6838

SHIP TO: DISTRICT WAREHOUSE
2930 GAY AVE.
SAN JOSE, CA 95127

VENDOR: 300453
Phone: (708)366-5947
Fax: -
Email: orders@heggerty.org

TO: LITERACY RESOURCES LLC
DBA:HEGGERTY PHONEMIC AWARENES
805 LAKE STREET #293
OAK PARK IL 60301

PO DATE	SUBMITTED BY		SITE NAME		REQ. NO.
07/16/2024	MARIELA HEREDIA		ACADEMIC SERVICES		250269
TERMS	JUNE.13 FIRMS	FOB	SANDRA GARCIA	DELIVERY DATE	

ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE	STORES #
			PLEASE ENTER OUR ORDER FOR THE FOLLOWING			
01	1		**** SERVICE CONTRACT **** HEGGERTY WILL PROVIDE EIGHT IN-PERSON PROFESSIONAL DEVELOPMENT DAYS FOR ALL K-2ND GRADE TEACHERS TO SUPPORT THE IMPLEMENTATION OF THE BRIDGE TO READING PROGRAMS WHICH WILL PROVIDE PHONICS AND PHONEMIC AWARENESS TIER 1 INSTRUCTION TO ALL ARUSD K-2ND GRADE STUDENTS. TERM: 07/01/2024-06/30/2025 BOARD APPROVED JUNE 13, 2024	40,200.00	40,200.00	000000
				Sub Total	40,200.00	
				Tax	0.00	
				Shipping & Handling	0.00	
				PO Total	40,200.00	

PO VENDOR INSTRUCTIONS

1. Invoices should be sent to Alum Rock District at the address show above.
2. Above purchase order number must appear on all invoices and packing slips.
3. NOTE: District will not honor any commitment made without a purchase order.
4. This purchase order can't be processed for payment until all articles are delivered, unless written permission is obtained.
5. The total amount of the purchase including tax and shipping c harges shall not exceed the amount shown by more than 10% unless written permission is obtained from purchasing dept.
6. Make no substitutions unless specifically authorized in writing.
7. All articles must conform to all CAL-OSHA safety codes. Send all MSDS reports with orders.
8. No backorders.

By _____
AUTHORIZED SIGNATURE

VENDOR COPY

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO _____

FROM: Fiscal Services Department (School/Dept.) VENDOR NO. _____

Submitted by: Mike Fogel

☑ 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: Harvey M. Rose Associates, LLC

Address: 1390 Market Street, Suite 1150 City: San Francisco State: CA Zip: 94102

Phone: 415.5539292 Email Address: fbrousseau@harveyrose.com

SSN: _____ or Fed I.D. #: 20-3981915

Mutually agree and promise as follows:

2 **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on February 18, 2025, 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").
Harvey M. Rose Associates, LLC shall conduct an operational bonds performance audit and provide a corresponding audit report related to measure I, J, and S bond projects for the past three fiscal years.

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.

X b **Other:** $ 69,640 (describe rate agreement) not to exceed for agreed upon services

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
210	9600	0	5812	00	9000	8500	000000	450	9600	46,427	
210	9700	0	5812	00	9000	8500	000000	450	9710	23,213	

2/6/25

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

3. Scope of Services and Work Plan

The scope of this performance audit is District projects funded by the proceeds from Measures I, J, and S, three bond initiatives adopted by District voters

Harvey M. Rose Associates, LLC would conduct the *Annual Bond Performance Audit Services* in accordance with Generally Accepted Government Auditing Standards (GAGAS), or "Yellow Book", promulgated by the Comptroller General of the United States, U.S. Government Accountability Office, and pertinent sections of the California State Constitution, Education Code, and other pertinent laws and regulations. In accordance with these standards, the performance audit would be divided into three principal phases:

1. Initial Assessment: The Initial Assessment Phase includes performance audit activities that provide the project team with a broad view and understanding of the program being reviewed for purposes of planning detailed audit activities. Included in the Initial Assessment Phase is an entrance conference with responsible officials, a review of available documentation, interviews with key managers and staff, and site visits. The initial assessment would help identify the major risks facing the District's operational bond programs.

2. Field Work: The Field Work Phase includes targeted inquiries, document review, data collection, document sampling, and analysis of audit areas identified as having the greatest risk to the organization during the Initial Assessment Phase. During the Field Work Phase, evidence is collected to demonstrate the basis for potential findings and recommendations.

3. Reporting and Quality Assurance: Reporting activities include steps necessary to maintain communications with the client and to produce a clear, concise and meaningful report. Throughout the performance audit, periodic status reports will be provided to the designated District official to provide information on the progression of the audit. In addition, at the conclusion of the Field Work Phase, a draft performance audit report will be prepared with detailed findings and recommendations. After a draft report is produced, it will be provided to the District to ensure factual accuracy and clarity. An exit conference will be held with representatives of management to receive comments and the views of responsible officials.

Consistent with this approach, the following preliminary work plan is presented to provide District officials with a more detailed understanding of our project approach. This preliminary work plan also serves as the basis for our estimate of professional fees, which are presented in Section 4.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Instructional Services (School/Dept.) VENDOR NO. _____

Submitted by: Sandra Garcia, Assistant Superintendent

☑ **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: Orenda

Address: 211 East Fourth Street Sutie 200B City: _____ State: _____ Zip: _____

Phone: (714) 543-3807 Email Address: genny@orendaed.org

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on Februrary 14, 2025, and will diligently perform as required and complete performance by ~~March 14, 2025~~, 20____, 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").

Orenda will provide a two-day institute geard for Superintendents and core district members to engage in 4 sessions of professional learning centered around the phases of the Student Acceleration Formula. The intensive will include a mid-year evaluation of project implementation, a forum for identifying key success and areas of growth, and an opportunity to strategize and plan for the 2025-26 school year.

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.

X b. **Other:** $15,000 (describe rate agreement) _____

_____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	6266	0	5815	00	1110	1000	030200	305	7395	15,000.00	2/6/25
											JUB 2/6/25

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

orenda
Shattering Inequitable Education Systems

Alum Rock Union School District

ALUM ROCK UNION SCHOOL DISTRICT
2024-2025
EVENTS PROPOSAL #025-525

To: Mr. German Cerda
Superintendent
German.cerda@arusd.org

From: Genny Sosa
Vice President, Education Partnerships
genny@orendaed.org

Date: February 3, 2025



orenda

The Challenge

Every year, over 2 million of California's 6 million students are not qualified for college or a high-wage career upon graduating high school. For decades, the gap between more advantaged students and our most vulnerable student populations has persisted. After the pandemic, the gap increased.

Equity Gap >> Achievement Gap

The root cause of the achievement gap is complex. In the end, the same groups of students happen to perform better or worse every year. When we peel back the layers in our districts and schools, we see that some student populations are better set up to succeed while poor outcomes can become normalized for other student populations. Most often, our systems have been in place for so many years that they go largely unnoticed and unexamined.

The Orenda Difference >> Educational Equity for All Students

For over 27 years, Orenda Education has partnered with over 400 schools to transform educational systems serving the most vulnerable districts across California. Our mission is to ensure that all students receive a premium education that historically some student groups tend to experience more than others. We achieve this by partnering with district and school teams to build and refine systems and practices grounded in equity, driven by data, and sustained through collaborative learning. Our nested data response system is designed to support all levels of district staff from the board room to the classroom. When the systems work is fully implemented. Orenda partners experience systemic changes that result in long-term, positive student outcomes, with accelerated results for historically struggling students.

Orenda Education shares both breadth and depth in professional learning. Orenda is an experienced partner to school and district leaders in providing a variety of services customized to meet the unique needs of schools, clusters of schools, districts, counties, or other organizations. Orenda is the school improvement division of Think Together, a 501 c3 nonprofit corporation, the largest afterschool provider in the state.

2101 East Fourth Street • Ste 200B
Santa Ana, CA 92705

P: 714.543.3807
OrendaEd.org

Orenda's systems approach is called Teach Lead Counsel (TLC).

- **TEACH** builds a powerful teaching and learning system by guiding teacher teams to define grade-level expectations, facilitating the creation of common assessments, and sharing high-impact, low-prep instructional strategies. Through the work, educators reflect on and improve their instructional methods and ways of responding to data.
- **LEAD** supports site and district leaders through a scholarly and technical approach. Leaders learn to create school and district conditions that inspire the highest staff performance to ensure students reach achievement targets.
- **COUNSEL** supports counselors, school psychologists, and administrators responsible for wrap-around student services. Staff learn to use data from college readiness predictors via Orenda's proprietary software to take bold action and measure student progress toward college and high-wage career readiness.

The TLC model currently serves schools in a high-impact manner, in-person or virtually. The systems-driven approach improves academic achievement for all students, including historically struggling students, and successful students who could be stretched. The methodology uses data to guide teachers, administrators, and school counselors to ensure that students master grade-level curriculum and are on track to graduate high school prepared for college and high-wage careers—ready for every life option.

The TLC approach accelerates achievement for all students, by supporting the variety of professionals that comprise an educational system and not only teachers, as is most common in the field. Our nested data response system is a key to sustainable, systemic improvement for a school or an entire district.

Alum Rock Union School District (ARUSD) is seeking to partner with Orenda Education to support positive student outcomes throughout the district. ARUSD is interested in engaging Orenda to submit a proposal for leadership development.

EVENT DETAILS

Equity Leadership Column Spring Intensive - From February 27- March 1, 2025, Dr. Robin Avelar La Salle and the Orenda team will provide a 2-day Institute in San Diego, CA, geared for Superintendents and core district team members to engage in 4

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Santa Ana, CA 92705

P: 714.543.3807
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sessions of professional learning centered around the phases of the Student Acceleration Formula. The Intensive will include a mid-year evaluation of project implementation, a forum for identifying key success and areas of growth, and an opportunity to strategize and plan for the 2025-26 school year. Lodging, meals, and supplies are included in the cost of the institute. Transportation and travel will be at the individual district's expense.

Number of Participants Registered: 6
Names of Participants Registered:

1. German Cerda, Superintendent
2. Sandra Garcia, Assistant Superintendent of Instructional Services
3. Tara Bickford-Williams, Director of Academic Services
4. Anthony Colonna, Director of Special Services
5. Kiela Jimenez, Director of State and Federal
6. Yeny Rosales, Principal on Special Assignment, Multilingual Learners and Programs

Cost Per Participant: $2,500

PROFESSIONAL FEES

Event	Total Fee for Services
Leadership Column Spring Intensive	$15,000

TERMS OF PAYMENT

Total fees for the scope of work are $15,000. Orenda is the school improvement division of Think Together, a 501 c3 nonprofit corporation, the largest afterschool provider in the state. **Think Together-Orenda** will invoice ARUSD in one installment of $15,000 by February 2025. Invoice to follow.

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Santa Ana, CA 92705

P: 714.543.3807
OrendaEd.org

CANCELLATION AND TERMINATION

This agreement may be canceled by ARUSD for any reason without penalty, provided that cancellation is communicated no later than February 7, 2025, by 4:00 p.m. For cancellations made after this date:

- Cancellation with Full Refund: If cancellation occurs within the time specified above, a full refund will be provided.
- Cancellation with No Refund: If cancellation occurs after the time specified above, no refund will be provided.

For last-minute cancellations, please contact Coco La Salle at (626) 241-6785.

SCOPE OF WORK AND ROLE AGREEMENT

Orenda values your partnership and will make every effort to complete services in the agreed timeframe. District will hold Orenda Education harmless for any district initiated cancelled and unscheduled sessions. The Orenda team will work with district/site staff to reschedule alternative dates within reason. We rely on the collaboration of our school partners to ensure scheduling and data needs are met and we will communicate promptly to develop alternatives if partner or data availability becomes a concern. From time to time, the proposed services and timeline outlined in this scope of work may need to be adjusted to meet the needs on the ground.

In a joint effort to provide services that are timely, responsive to site need and in keeping with the overall goals of the project, the following outlines processes, and protocols for the 2024-2025 school year:

- Orenda Ed team members will make every effort to reschedule a session that is cancelled by the site or district leadership. If the leadership is not available or responsive in requests to reschedule the cancelled service, the district will remain responsible for the session.
- In the event of an emergency and the originally scheduled Orenda Ed specialist is unavailable to provide a scheduled service, an Orenda Ed team member will facilitate the session.
- Changes to the Partnership Plan services will occur through mutual agreement between Orenda Ed and site/district leadership. In the event that different or additional sessions above the agreed upon scope of work are required, if

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Santa Ana, CA 92705

P: 714.543.3807
OrendaEd.org

appropriate, the team will propose converting existing sessions prior to proposing a new scope of work.

- Orenda Ed lead will work with site/district leadership to identify which services will take place in a virtual or in-person format. All services can be provided in both formats, and the current context will determine which format is most appropriate.
- Professional Development services will be provided as agreed upon in the Partnership Plan. Staff participation will be the responsibility of the site/district. Orenda Ed team will prepare sessions for the number of participants provided in advance.
- Orenda Ed will provide the necessary support for services requiring data. Site/district data leads, and admin agrees to complete data tasks to set up site teams with the tools and resources needed to fully engage in sessions.

Signature by an authorized representative indicates agreement to the scope of work.

Alum Rock Union School District		Orenda Education
By:		Genny Sosa, Vice President
Date:		February 3, 2024
Signature:		

2101 East Fourth Street • Ste 200B
Santa Ana, CA 92705

P: 714.543.3807
OrendaEd.org

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: Office of the Superintendent (School/Dept.) VENDOR NO. 301507

Submitted by: Sergio Diaz Luna

☑ **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: Creative West Graphic Solutions LLC

Address: 1125 Golden State Blvd, Suite F City: Turlock State: CA Zip: 95380

Phone: (_____) Email Address: hi@creativewestgs.com

SSN: _____ or Fed I.D. #: 33-1283366

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on February 14, 2025, and will diligently perform as required and complete performance by June 30th, 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").

Contractor will provide design work for ARUSD's enrollment marketing campaign and related materials. Among the deliverables are designs for district-wide brochure, door-hangers, school-based tri-fold pamphlets, banners for school sites, and other materials as identified by ARUSD staff.

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.

X a. **Fee Rate:** $75 per hour per hour/day of service as may be requested by ARUESD, not to exceed a maximum of 130 hours/days of services. ARUESD may, but is not obligated to, request the maximum number of hours/days of service.

_____ b. **Other:** $_____ (describe rate agreement) _____

_____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
010	0000	0	5815	00	1110	3900	000000	340	5014	$9,750	2/3/25

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

Check Point Threat Extraction secured this document

Get Original

ESTIMATE

Creative West Graphic Solutions
1125 N Golden State Blvd, Ste F
Turlock, CA 95380

hector@creativewestgs.com
+1 (209) 667-5939
creativewestgs.com

CREATIVE WEST GRAPHIC SOLUTIONS

Bill to
Sergio Diaz Luna
Alum Rock Union School District

Estimate details
Estimate no.: 1001
Estimate date: 01/13/2025

Product or service	Description	Qty	Rate	Amount
Creative	Graphic design services for ARUSD, including the design of a four-page community mailer (11" x 8.5", folded to 8.5" x 5.5"), a door hanger, 13 banners, and additional design work as assigned.	130	$75.00	$9,750.00

Total **$9,750.00**

Accepted date 01/28/2025

Accepted by

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

PURCHASE ORDER / CONTRACT CHANGE ORDER (POCO)

P.O. No. _____ Contract No. 257537

Original P.O Amount $_____ Contract Original Amount $40,000

Vendor Name: Leader Services Vendor No. 18132

Please check:

_____ Cancel P.O. / Contract
_____ Change Item No.: _____
_____ Increase Amount Line Item No.: _____
_____ Decrease Amount Line Item No.: _____
_____ Add Line No.: _____
_____ Delete Line No.: _____
_____ Add/Change object code to: _____
_____ Add Freight: $_____
_____ Add Tax: _____%
_____ Disencumber
_____ Add/Change Prog. No. to: _____
_____ Other _____

CONTRACTS ONLY

Change Orders:

Contracts Original Amount $40,000
Change Order #: 1 $30,000
Change Order #: _____ $_____
Change Order #: _____ $_____

New Contract Total (including Change Orders) $70,000

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	060	9010	0	5815	00	1110	1000	000000	380	1822	+30,000	2/4/25

Reason for Adjustment:
Due to continuing audits for previous years, we are receiving additional reimbursement funds.

MB 2/4/25

School/Dept.: Special Education Requested by: LeAnne Depew

Approval: _____ Assistant Superintendent of Business Services
(for Contracts Only)

_____ Director/Program Manager

MG 02/05/2025 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.)

Purchase Order

No. CO 257537

MERCHANDISE MUST SHOW THIS NUMBER ON INVOICES, PACKAGES AND CORRESPONDENCE.

Alum Rock Union School District

2930 Gay Ave, San Jose, CA 95127-2398
Accts Payable: 408-928-6852
Purchasing: 408-928-6838

SHIP TO: DISTRICT WAREHOUSE
2930 GAY AVE.
SAN JOSE, CA 95127

VENDOR: 018132

Phone: (800)360-8511
Fax: (570)454-1310
Email: nmensinger@leaderservices.com

TO: LDP INC
DBA: LEADER SERVICES
75 KIWANIS BLVD.
HAZLETON PA 18201

PO DATE	SUBMITTED BY		SITE NAME		REQ. NO.
07/05/2024	MARIELA HEREDIA		SPECIAL ED DEPT		250047
TERMS	MAY.24 FIRMS	FOB	ANTHONY COLONNA	DELIVERY DATE	

ITEM	QUANTITY	UNIT	DESCRIPTION	UNIT PRICE	TOTAL PRICE	STORES #
			PLEASE ENTER OUR ORDER FOR THE FOLLOWING			
01	1		*** SERVICE CONTRACT *** LEADER SERVICES IS A SERVICE VENDOR THAT PROVIDES CLAIM SERVICES. THROUGH THE PROGRAM, SCHOOL DISTRICTS CAN OBTAIN FEDERAL MEDI-CAL REIMBURSEMENT FOR SPECIFIC HEALTH RELATED SERVICES. LEADER SERVICES ESTABLISHES AND MAINTAINS PROCEDURES FOR THE TIMELY PREPARATION OF CLAIMS TO MEDI-CAL. THIS SERVICE IS DISTRICT WIDE. TERM: 07/01/2024-06/30/2025 BOARD APPROVED MAY 9, 2024	40,000.00	40,000.00	000000
				Sub Total	40,000.00	
				Tax	0.00	
				Shipping & Handling	0.00	
				PO Total	40,000.00	

PO VENDOR INSTRUCTIONS

1. Invoices should be sent to Alum Rock District at the address show above.
2. Above purchase order number must appear on all invoices and packing slips.
3. NOTE: District will not honor any commitment made without a purchase order.
4. This purchase order can't be processed for payment until all articles are delivered, unless written permission is obtained.
5. The total amount of the purchase including tax and shipping c harges shall not exceed the amount shown by more than 10% unless written permission is obtained from purchasing dept.
6. Make no substitutions unless specifically authorized in writing.
7. All articles must conform to all CAL-OSHA safety codes. Send all MSDS reports with orders.
8. No backorders.

By _____
AUTHORIZED SIGNATURE

VENDOR COPY

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal (School/Dept.) VENDOR NO. 021461

Submitted by: Dr. Kiela Jimenez

☐ **Attach Completed PUR-115 (Required)** ☐ **Master Contract (Optional)**

1. **PARTIES:** The Alum Rock Union Elementary School District (ARUESD), whose address is 2930 Gay Avenue, San Jose, CA 95127, and the following named Contractor:

   Name of Individual/Company: Little Heroes

   Address: 5669 Snell Ave #275 City: San Jose State: CA Zip: 95123

   Phone: (619) 384-8229 Email Address: jbeeks@littleheroes.org

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on June 9, 2025, and will diligently perform as required and complete performance by July 3, 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").

   Little Heroes will provide youth development programs to ARUSD students during the summer program June 9 - July 3, 2025. The programs will consist of art instruction, science instruction and organized outdoor activities.

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.

   X b. **Other:** $79,200.00 (describe rate agreement) _____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	2600	0	5815	00	1110	1000	020110	360	7392	79,200.00	2/4/25
											CWB 2/4/25

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

Little Heroes– Scope of Work

Summer Camp

Terms of Service:

Summer of 2025(June 9th-July 3rd)

Program Components:

Each Program Component will be maintained to the expectations of the Program Coordinator and Administration team. Estimated start dates for each Component depend upon in school start date

- 1 Hour of daily art instruction (projects will be based on weekly theme provided by Little Heroes)
- 1 Hour of daily science instruction (Projects will be based on weekly theme provided by Little Heroes)
- 1 hour of organized outdoor activities (these activities will be selected by Little Heroes staff)
- 30 min daily snack time for students , daily intro and closing daily.

Theme Weeks

Note: Themes Subject To Change

Week 1- Deep Orbit

Week 2- Heroes Of The Colosseum

Week 3- Ocean Odyssey

Week 4- Road Warriors

Program Cost:

$11,000 Per week ,per site

Price Break down:

Week 1 June 9th-June 13th: $11,000 per site

Week 2 June 16th-June 20th: $8,800 per site (no school June 19th)

Week 3 June 23rd- June 27th: $11,000 per site

Week 4 June 30th-July 3rd : $8,800 per site (4 service days)

Site One 4 week total: $39,600

Site Two 4 week total: $39,600

Summer Camp total cost: $79,200

Summer Camp:

Little Heroes is proud to provide a quality in depth hands on and award winning summer camp to our communities. Each week at camp is theme based to really spark the interest of our campers and keep them excited to learn and grow each week. Whether it's Star Wars Week where we dive into the mighty universe and Space, or Medieval Times where our students learn about renaissance art and learn the physics behind catapults and bow and arrows. We build curriculum that ignites passions in Arts, Sciences, and Outdoor fun. Every day campers will get to experience all aspects of camp. There's surely to be something for everyone!

Day to Day Expectations:

- Maintain each component to its expectations.
- Keep constant communication with Administration and Office Staff
- Open and available to aid administration in anything they shall need.
- Provide each student with fun and engaging activities daily

Provider Expectations:

All Little Heroes personnel shall be properly cleared to work within the district. A background check, TB Test, Fingerprinting, and CPR/First Aid certifications are all required before arriving on campus.

Each School agrees to provide the following for our coaches:

- A basic set of equipment. Enough to successfully run 5-6 organized games.
- An office workspace for the coach. A place to prep in any downtime, and respond to work calls and emails.

Daily Schedule

12pm-12:15— welcome / student check in

12:15pm-12:30am- Camp skit/ welcome activity

12:30pm-1:45pm— First rotation Art/science/ Outdoor

1:50pm-3:05pm - Second rotation Art/Science/Outdoor

3:05p-3:30pm— Snack time

3:30pm-4:45pm— Third rotation Art/Science/Outdoor

4:50-5:00pm— Check out

Sample Schedule. Schedule is based on need of schools hosting summer camps.

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal (School/Dept.) VENDOR NO. 301514

Submitted by: Dr. Kiela Jimenez

☑ **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: Nexplore LLC

Address: 20241 NE 16th Pl City: Miami State: FL Zip: 33179

Phone: (786) 539-3132 Email Address: sabrina@nexploreusa.com

SSN: _____ or Fed I.D. #: dori@nexploreusa.com

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on April 7, 2025, and will diligently perform as required and complete performance by April 11, 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").

Nexplore LLC will provide ARUSD TK-8th grade students five days of Spring Intersession. Nexplore LLC will provide three classes per day for up to 20 students per class from 2-5pm. The following experiences will be offered; 3D printing, drones, dough, magic and potery.

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.

__X__ b. **Other:** $6,000.00 (describe rate agreement) _____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	2600	0	5815	00	1110	1000	~~020200~~	360	7392	6,000.00	2/4/25
							020300				LM3 2/4/25

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

Doc ID: b2ae4b2609d1f9c54771a3b318afa5a637fdbceb

NEXPLORE
the joy of learning

SERVICE PROVIDER AGREEMENT

THIS SERVICE PROVIDER AGREEMENT (this "Agreement") is made as of the date of the last signature below ("Effective Date") between Nexplore LLC, a Florida limited liability company ("Nexplore" or "Provider"), and Alum Rock Union School District, a(n) School District ("Client") (each a "Party" and together the "Parties").

WHEREAS, Client desires to obtain the benefit of the certain Services of Provider (defined below), and

WHEREAS, Provider desires to render such Services on the terms and conditions set forth herein;

NOW, THEREFORE, in consideration of the mutual promises contained herein, and other good and valuable consideration, the receipt and sufficiency of which are hereby acknowledged, the Parties agree as follows:

1. Scope of Work. Provider shall provide those services as set forth in Exhibit 1 attached to this Agreement and incorporated herein by this reference (the "Services").

2. Compensation. As full compensation for all Services provided, Provider shall be paid the compensation as set forth in Exhibit 2 attached to this Agreement and incorporated herein by this reference (the "Compensation").

3. Independent Contractor. It is the express understanding of the Parties that Provider and each agent, employee, contractor or other servant of Provider are independent contractors and not officers, employees, agents or joint venturers with Client.

4. Compliance with Laws. Provider hereby certifies that in the performance of any Services and in entering this Agreement, it will operate in full compliance with any and all laws applicable to it directly or by association through its work with Client, including but not limited to laws concerning background checks, fingerprinting, student privacy, and anti-harassment training.

5. Term and Termination. This Agreement shall commence on the Effective Date and shall continue indefinitely (the "Term"), unless terminated in accordance with this Section 5.

a. **Termination for Cause.** Provider may terminate this Agreement immediately upon the occurrence of any of the following:

i. Client's breach of the terms of this Agreement.

ii. Circumstances leading to Provider's reasonable belief that Client is acting illegally or unethically in the performance of this Agreement.

In the event of Provider's termination pursuant to this Section 5(a), Provider shall have no obligation to perform any Services to occur after the date of termination.

b. **Termination for Convenience.** Either Party may terminate this Agreement at any time for any reason upon at least sixty (60) days' written notice (the "Notice Period") to the non-terminating Party. In the event of Client's termination under this Section 5(b), Client shall pay Provider for any unpaid Services performed prior to and during the Notice Period.

6. Non-Solicitation. During the Term of this Agreement, and for twelve (12) months after the termination of this Agreement, Client agrees that Client will not, without express permission, directly or indirectly, solicit, induce, or

attempt to solicit or induce any employee, independent contractor, or consultant of Provider or a subsidiary or related entity of Provider to leave their employment or engagement with Provider for any reason.

7. Intellectual Property.

a. Client's use of any trademarks, trade secrets, materials, or proprietary information shall not create in Client any rights in such intellectual property, with all such rights being retained by Provider in full.

b. Client hereby grants to Provider a limited, non-exclusive, worldwide, royalty-free right and license to use trademarks or other branded material of Client that may be reasonable and necessary for Provider to perform its obligations under the Agreement, and also for Provider to identify Client as a customer of Provider on its website and other public-facing marketing materials. Client represents and warrants to Provider that it owns or is able to acquire all the rights necessary to fulfill the obligations set forth in this Section 7, and that Contractor's failure to have or acquire any such rights shall be a material breach of this Agreement.

c. It is expressly understood and agreed between the Parties that nothing in this Agreement shall be construed as a waiver or grant of Provider's intellectual property rights, all of which are expressly reserved. Notwithstanding the foregoing, Provider grants to Client a limited, non-exclusive license in the United States to use Nexplore intellectual property assets solely and only to the extent necessary to use the Services during the Term. Upon the expiration or earlier termination of this Agreement, the license described in this paragraph shall immediately terminate, and Client shall return to Provider or, upon Provider's instruction, destroy all intellectual property of Provider in Client's possession or control as of the date termination is noticed or expiration occurs.

d. Client represents and warrants that it has or will obtain the right to the name, image, likeness, and voice (the "Rights of Publicity") of the third parties participating and benefitting from Provider's Services. Client grants a non-exclusive, irrevocable right to Client to the Rights of Publicity of the third parties for marketing, promotional, instructional, or other commercially reasonable uses.

8. Confidentiality. The Parties agree and acknowledge that, in the performance of their respective obligations under this Agreement, Client may obtain information of Provider that is of a confidential and proprietary nature ("Confidential Information"). Confidential Information includes, without limitation, the terms of this Agreement and any exhibits and amendments hereto, the details of the Services, any intellectual property, sources, creative discussions, and strategies of Provider, trade secrets, and any information that by its nature can reasonably be expected to be confidential, whether it is in oral, printed, written, graphic, electronic or other form, whether or not a specific designation as "Confidential Information" has been made with respect to such information.

Client shall at all times, both during the Term of this Agreement and thereafter, protect and maintain the confidentiality of any Confidential Information exchanged under this Agreement to a degree at least equal to Client's degree of protection of its own Confidential Information. Client shall use Confidential Information only as necessary to fulfill its obligations or to use the Services under this Agreement. Client shall not disclose Confidential Information to any third party unaffiliated with Provider without Provider's express prior written consent.

Upon the termination of this Agreement, Client shall, at Provider's option, return or destroy all Confidential Information of Provider in its possession and confirm to Provider in writing when it has done so. Notwithstanding the foregoing, Client's confidentiality obligations with respect to the Confidential Information shall survive the expiration or termination of this Agreement for any reason.

9. Indemnification and Limitation of Liability. Client agrees to indemnify, defend, and hold harmless Provider, its agents and assignees from and against any loss, cost, or damage of any kind, including reasonable attorneys' fees, arising out of any breach of this Agreement by Client, including but not limited to breach of Client's payment obligations. Client further explicitly agrees that Provider shall not be liable for any special, consequential, incidental, punitive, or indirect damages arising from or relating to any breach of this Agreement,

regardless of any notice of the possibility of such damages. Client agrees to defend, indemnify, and hold Provider harmless from any claims, demands, actions, suits, or proceedings by a third party arising from the breach of a third party's Right to Publicity. Provider agrees to provide the services in a professional and workmanlike manner consistent with prevailing industry standards and practices. **EXCEPT AS EXPRESSLY PROVIDED IN THIS SECTION 9, PROVIDER EXPRESSLY DISCLAIMS ALL WARRANTIES, WHETHER EXPRESS, IMPLIED, STATUTORY, OR OTHERWISE, WITH RESPECT TO THE WORK AND INTELLECTUAL PROPERTY, INCLUDING ANY IMPLIED WARRANTY OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE, TITLE, NON-INFRINGEMENT, AND WARRANTIES THAT MAY ARISE OUT OF COURSE OF DEALING, COURSE OF PERFORMANCE, USAGE, OR TRADE PRACTICE.**

10. Insurance. Provider agrees to carry insurance coverage on behalf of Provider that will sufficiently protect Provider, and its employees and/or contractors, in connection with providing the Services. For avoidance of confusion, Provider's insurance coverage shall not include auto insurance.

11. Integration. This Agreement contains the entire agreement between the Parties, superseding all prior oral or written agreements or understandings pertaining to its subject-matter and shall be amended or modified only by written instrument signed by both Parties.

12. No Waiver. Any failure of either Party to insist upon or enforce performance by the other Party of any of the provisions of this Agreement or to exercise any rights or remedies under this Agreement will not be interpreted or construed as a waiver or relinquishment of such Party's right to assert or rely upon such provision, right or remedy in that or any other instance.

13. Severability. In the event any part of this Agreement is held to be unenforceable or invalid, it shall be struck, and all remaining provisions shall remain in full force and effect.

14. Choice of Law. This Agreement shall be governed by the laws of the U.S. state of Florida, without regard to its conflict of law provisions. All suits hereunder will be brought solely in the state and federal courts located in Miami-Dade County, Florida, and the Parties irrevocably waive any and all claims and defenses based upon any alleged lack of personal jurisdiction, improper venue, forum non-conveniens, or any similar claim or defense.

15. Assignment. Client may not assign this Agreement, or assign any of its rights or delegate any of its obligations hereunder, to any third party without the prior written consent of Provider.

16. Notices. Any legal notice under this Agreement given by either Party to the other will be deemed to be properly given if given in writing via email, to the email address of the Party to be noticed as set forth below. Either Party may change its email address for notices under this Agreement by giving the other Party notice of the change in accordance with this Section 16.

17. Survival. The provisions of this Agreement that by their nature or otherwise reasonably are intended to survive the termination or expiration of this Agreement shall so survive.

[Signatures on following page]

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal (School/Dept.) VENDOR NO. 21410

Submitted by: Dr. Kiela Jimenez

☑ **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: Think Together Inc.

Address: 2101 East Fourth Street Ste 200B City: Santa Ana State: CA Zip: 92705

Phone: (714) 543-3807 Email Address: perla.galeno@thinktogether.org

SSN: _____ or Fed I.D. #: rbarth@thinktogether.org

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on April 7, 2025, and will diligently perform as required and complete performance by April 11, 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").

Think Togther Inc. will provide Extended Learning Opportunities Program support at one school site for up to 180 students. Think Together Inc. will provide services for up to nine hours per day for five program days during Spring Break.

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.

__X__ b. **Other:** $53,392.00 (describe rate agreement) _____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	2600	0	5815	00	1110	1000	~~020200~~ 020300	360	7392	53,392.00	2/4/25

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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think TOGETHER

January 16, 2025

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT
Think Together Non-Instructional Day Services Proposal

Background
Alum Rock Union Elementary School District (ARUESD) has solicited Think Together to provide non-instructional day services during the 2024/25 school year. This proposal responds to that request.

Scope of Work
Think Together will provide non-instructional day services to 180 students at one host site determined by ARUESD for up to nine hours per day over five program days (April 7-11, 2025). Think Together will assign 10 Program Leaders to deliver the services at a supervision ratio of not more than one staff member to 20 students (1:20) and a supervision ratio of not more than one staff member to 10 Transitional Kinder/Kinder students (1:10), incorporating three "floaters" to help maintain ratios. The site will be supervised by a Site Program Manager. The project will be managed by a Quality Assurance Coach. Think Together will pay for all field trip experiences and consumable supplies required to deliver the services. Think Together will apply a 15% administrative fee.

Pricing
ARUESD will pay Think Together a fee of **$53,392** to deliver the scope of work described above.

Personnel

13 Program Leaders	$29,978
Total Personnel	**$29,978**

Operating

Consumable Supplies	$2,250
Field Trip Experience (1 off-site)	$14,200
Administrative Fee (15%)	$6,964
Total Operating	**$23,413**
Total Project Cost	**$53,392**

2101 East Fourth Street Suite 200B
Santa Ana, CA 92705

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal Programs (School/Dept.) VENDOR NO. 18650

Submitted by: Kiela Jimenez

☑ **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: Silicon Valley Education Foundation (SVEF)

Address: 1400 Parkmoor Ave., Suite 200 City: San Jose State: CA Zip: 95126

Phone: (408) 790-9479 Email Address: seung@svefoundation.org

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on February 14, 2025, and will diligently perform as required and complete performance by April 11, 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 Computer Science Innovate (CSI) program will provide ARUSD with 3 classes to 24 students during the 2024-2025 Spring Break that will introduce students to game design and AI ethics through block based coding. The program blends hands-on coding with critical discussions about AI's impact, ethics, and careers in technology.

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.

X b. **Other:** $ 6,000.00 (describe rate agreement) _____

_____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	2600	0	5815	00	1110	1000	020300	360	7392	$6,000.00	2/4/25
											2/4/25

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: DD988EC8-5248-4F9E-8FD6-FEA9F551ED9C

SV [e]F | SILICON VALLEY EDUCATION FOUNDATION

MEMORANDUM OF UNDERSTANDING

Silicon Valley Education Foundation
and
Alum Rock Union School District

[Computer Science] Innovate - Intercession

This Memorandum of Understanding (MOU) serves as a facilitating document establishing an agreement between **Silicon Valley Education Foundation** (SVEF), located at 1400 Parkmoor Avenue, Suite 200, San José, CA and **Alum Rock Union School District** located at 2930 Gay Ave, San Jose, CA 95127 to implement SVEF [Computer Science] Innovate Intercession Program from February 14th, 2025 to April 11th, 2025.

All of the provisions of this MOU and any attached documents, project proposals, and/or addenda are subject to mutual agreement of the parties, and to review by the School District Superintendent, and when necessary, the School District's Board of Trustees. Parties to this MOU have the right to terminate this MOU and any addenda by informing the other party in writing three (3) months prior to the date on which termination will become effective.

[Computer Science] Innovate - Intercession Program Description

- The [CS]I Intersession program introduces students to game design and AI ethics through Scratch. The program blends hands-on coding with critical discussions about AI's impact, ethics, and careers in technology.

Collaborative Successful Partnership Proposed Roles and Responsibilities:

SVEF agrees to:

- Provide the curriculum and professional learning resources for effective implementation of the curriculum specifically aligned and designed to meet grade-level Common Core State Standards (CCSS).

- Market the Programs to foundations, corporations, businesses, and individuals in an effort to obtain partial funding for the Programs.

- Provide project management staffing to assist as needed with the following:
    - For Elevate $[Math]^2$
        - setting meetings and partnership management

Docusign Envelope ID: DD988EC8-5248-4F9E-8FD6-FEA9F551ED9C

  - evaluating program efficacy through pre and post-evaluation and attendance
  - partner with the district to support student recruitment

- Organize and facilitate the pre- and post-assessments and surveys, prepare reports on the Programs, track overall student achievement gains, and gather student efficacy survey results to share with the School District and funders.

- Provide access to required online tools.

- Work with the School District to develop a summer school follow-up and next school year programming in order to maintain student achievement gains and motivation for preparing for college.

- Host site visits to provide donors and/or partners the opportunity to observe classroom sessions. Visits may include student and staff photo releases.

School District agrees to:

- Appoint a School District representative to serve as the primary liaison for SVEF, with whom Program coordination can be managed—including student/teacher/ parent recruitment and logistics of the programs. The School District representative agrees to respond to requests for information, feedback, and other communications in a timely manner, generally within 24-48 hours of business days.

- Appoint a School District representative to serve as the data liaison to SVEF who will provide required data in a timely manner as outlined in Addendum V, VI, and VII to this MOU.

- Provide contact information for teachers, parents, student attendance records, and program evaluation activities. Refer to Addendum III and IV for more information.

- Communicate the policy/procedures for handling student behavior and absence during the Programs. The School District will provide SVEF the name of the person responsible.

- If in person, provide basic classroom facilities as outlined in Addendum II to this MOU.

- Provide the financial contribution to the Programs as outlined on page 4 of this MOU unless the class is canceled for reasons beyond the School District's control. The School District will pay for Programs prior to the start of any Program.

- Identify a representative from the School District's IT department to support the Programs' connection to the internet and ensure that computers/devices are provided for each student to use during the Programs at school and at home. This includes whitelisting and accessing Youtube.com, Desmos, Google Classroom, Zoom, Nearpod, Salesforce etc. SVEF will provide the full list. Agree to use SVEF's Zoom account or a district-provided Google Meets account.

Docusign Envelope ID: DD988EC8-5248-4F9E-8FD6-FEA9F551ED9C

- Support SVEF in recruiting teachers for their Program sites. Teachers and coaches are paid through standard School District processes. The preference will be outlined on pages 6 and 7 of this MOU.

- Work with SVEF and school administration in finding a substitute teacher if the teacher is sick or absent, or cancel the class if unable to do so. The School District will provide and pay for the substitute if applicable.

- Ensure that all teachers participate in the curriculum and professional learning training and Professional Learning Communities (PLCs). The district will manage teacher compensation for missed professional learning or PLCs.

- Assist SVEF and school administration in the recruitment of full classes of students to participate in the Programs. Allow SVEF to contact families directly.

- Support the administration of the pre-post assessments and pre/post surveys.

- Work with SVEF to develop school year follow-up and ongoing summer programming in order to maintain student achievement gains and motivation for preparing for college. SVEF collects placement and success data on all alumni students from third grade through completion of high school.

- Allow SVEF to host site visits by donors and/or partners with the purpose of observing a classroom session.

- Promote professional learning events to the schools and community where appropriate.

Class Agreement Breakdown for E[M]:

	# of Classes	Total cost	# of Students per Class
[CS]I Intercession	**3**	**$2,000.00**	**24**
Total	**3**	**$6,000.00**	

Docusign Envelope ID: DD988EC8-5248-4F9E-8FD6-FEA9F551ED9C

District will be responsible for paying teachers and fingerprinting
District will not invoice SVEF for payment of teachers

Total cost for district: $6,000.00

Please provide a contact with whom to follow up with any billing questions.

Finance contact:

Name: _____

Email: _____

ALUM ROCK UNION ELEMENTARY SCHOOL DISTRICT

INDEPENDENT CONTRACTOR AGREEMENT FOR SERVICES

TO: PURCHASING DEPT./DIVISION OF BUSINESS SERVICES CONTRACT NO. _____

FROM: State and Federal (School/Dept.) VENDOR NO. 13054

Submitted by: Dr. Kiela Jimenez

☐ **Attach Completed PUR-115 (Required)** ☐ **Master Contract (Optional)**

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: Resource Area For Teaching ("RAFT")

   Address: 1355 Ridder Park Drive City: San Jose State: CA Zip: 95131

   Phone: (408) 451-1420 Email Address: cdavenport@raft.net

   SSN: _____ or Fed I.D. #: _____

   Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on April 7, 2025, and will diligently perform as required and complete performance by April 11, 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").

   Resource Area For Teaching will provide up to 60 ARUSD 4th, 5th and 6th grade students STEAM themed activities during Spring Break from 12pm - 5pm. Daily activites include hands-on STEAM kits, experimentation, data analysis and team projects.

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.

   X b. **Other:** $13,500.00 (describe rate agreement) _____

   _____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
060	2600	0	5815	00	1110	1000	~~020200~~	360	7392	13,500.00	2/4/25
							020300				
											2/4/25

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

raft
RESOURCE AREA FOR TEACHING

Services Agreement
Between
Alum Rock Union School District and **Resource Area For Teaching**

This Services Agreement ("Agreement") is entered by and between **Alum Rock Union ("District")** and **Resource Area For Teaching ("RAFT")**, to provide intersession programming. The District and RAFT are each a "Party" and together the "Parties."

The District and RAFT wish to enter into an agreement that defines the relationship, describes the services that will be provided by RAFT for and on behalf of the District, and establishes the manner in which the services will be provided and the respective responsibilities of each Party. As such, the Parties agree as follows:

A. PERIOD OF AGREEMENT (TERM)
This Agreement will be in effect April 7th, 2025 through April 11th, 2025, unless this Agreement is terminated sooner in accordance with the terms of this Agreement.

B. AGREEMENT SUPERVISION
German Cerda, Superintendent, the District and Chase Davenport, Senior Director, RAFT will oversee the execution of this Agreement on behalf of District and RAFT.

C. SCOPE OF WORK

Program Overview:

- Dates/Times/Hours: This half-day program will operate from Monday, April 7th through Friday, April 11th, 2025; RAFT will operate the program from 12 noon to 5 pm each day.
- Students: Program will serve up to sixty (60) District 4th, 5th, and 6th grade students per day.
- Staffing: RAFT will provide instructional staff and maintain staffing ratios consistent with ELOP/District requirements; TK/K minimum ratio of 10:1 and Grades 1-5 minimum ratio of 20:1.
- Curriculum: Each day will explore a STEAM theme. Daily activities include hands-on STEAM kits, experimentation, data analysis, prototyping and collaborative team projects.
- Evaluation: RAFT will conduct age-appropriate surveys of students at the end of each week and will provide the District with a summary report. All student survey data will be anonymous.

RAFT will be providing the following services to the District:

1. Parent outreach and informational resources about the program as reasonably requested by the District.
2. Recruit, hire, and train all program staff, including compliance with any independent contractor requirements.
3. Procure, plan, and process all program curriculum and materials, as well as ensure all materials are age appropriate.
4. Ensure appropriate student to staff ratios during the program, as well as compliance with any health, safety and emergency procedures for the District school site(s).
5. Collaborate with program staff to ensure parent or student concerns are acknowledged and addressed in a timely and appropriate manner.

District will support RAFT by providing the following services:

6. Manage all District student registration and provide all relevant information and documentation, including but not limited to accurate student rosters, emergency contact forms and medical treatment releases.

7. Provide opportunities for the recruitment of District teachers/staff for the program.
8. Provide sufficient facilities, including classrooms, recess/lunch areas, and student and staff restrooms for the program participants, at no cost to RAFT for the purposes of running the program. The District will provide access to a staff prep area. The District will provide all facilities and custodial services for the program.
9. Work with RAFT staff to ensure knowledge of provided site facilities and any emergency and safety procedures on campus.
10. Distribute any information to program registrants prior to the program including District meal program details, student dropoff and parking details, etc.
11. The District will provide a snack/meal program for all students in the program.
12. Ensure that non-RAFT program staff running the morning program visually account for all students and provide a written list of non-attending students each day at the time of student transfer to RAFT staff. Non-RAFT program staff in the morning program will assist RAFT staff to ensure that all attending students are fully accounted for each day prior to departing campus.

D. PROGRAM FEES, PAYMENTS, AND INVOICING
Program Fees/Payment Schedule are as follows:

1. **Enrollment**: Program size is open to up to sixty (60) 4th, 5th, and 6th grade students.
2. **Program Fees**: RAFT fee of $45 per day per registered student, $13,500 total ($45 x 60 kids x 5 days).
3. **Payment Schedule/Invoicing**: RAFT will invoice for total enrollment with allowance for add/drops from any existing waitlist within grade bands two weeks prior to the start of the session. Total enrollment is determined by the total number of students registered two weeks prior to the start of the session.
4. **Facilities/Number of Classrooms**: 60 students: minimum of three (3) classrooms and access to one common area with capacity for at or above 60 students.

E. DATA COLLECTION AND STUDENT RECORDS
The District will ensure that any student or other confidential information or data shared with RAFT will remove all personally identifiable information to the extent necessary to comply with federal and state laws. RAFT will comply with the relevant requirements of the Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. 1232g) and all other applicable federal and state law regarding the confidentiality of student information provided by the District. To protect the confidentiality of student information provided by the District, RAFT will limit access to such information to those employees who reasonably need access to them in order to perform their responsibilities under this Agreement. RAFT may use and share non-personally identifiable information and data for purposes of program analysis/improvement and for providing reporting for development purposes; all such information will only be reported in the aggregate.

The District is responsible for providing RAFT with any recordkeeping requirements necessary to ensure compliance with ELOP or other applicable auditing that may be required in connection with this Agreement. RAFT will keep records on student enrollment, attendance and other reasonably appropriate records relating its responsibilities under this Agreement, but any additional specific recording requirements must be provided to RAFT in writing at least 30 days prior to the start of any of the intersession or summer programs where such information is required.

Incident Reporting: RAFT will notify the District by the next working day following, and submit a written report within seven days of, the occurrence of any health or safety issues, including but not limited to, issues involving criminal background clearances for employees, building safety, and any event specified in subdivision (c) pursuant to Education Code section 8483.4(b).

F. INTELLECTUAL PROPERTY AND PUBLICATIONS
Ownership of Curriculum and Instructional Materials. All camp materials, including but not limited to kits, kit materials and activity/idea sheets are owned exclusively by RAFT. All curriculum, instructional materials, and other

documents and items are the property of RAFT and are to be treated as proprietary and confidential. Such items shall not be used by the District or school(s) for any purpose without the express written consent of RAFT.

Unless otherwise stated in this Agreement, ownership of intellectual property created hereunder will be determined in accordance with applicable U.S. intellectual property laws. All finished or unfinished documents, activities, or other material prepared under this Agreement are the property of the creating party(ies).

G. MUTUAL INDEMNIFICATION

1. RAFT shall defend, indemnify and hold District, its officers, employees, and agents harmless from and against any and all liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages caused by or result from the negligent or intentional acts or omissions of District, its officers, employees, or agents.

2. District shall defend, indemnify and hold RAFT, its officers, employees, and agents harmless from and against any and all liability, loss, expenses (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense, attorneys' fees, or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of RAFT, its officers, employees, or agents.

H. ENTIRETY

This Agreement, together with the Exhibits attached hereto, constitutes the entire Agreement between the Parties with respect to the subject matter hereof, and supersedes any other negotiations, agreements or communications, whether written or oral, that have been made by either Party.

I. GOVERNING LAW

This Agreement shall be governed by and construed in accordance with the laws of the State of California.

J. SEVERABILITY

In case any provision in this Agreement is held to be invalid, illegal or unenforceable, the validity, legality and enforceability of the remaining provisions shall not be affected.

K. AUTHORITY TO EXECUTE

Each Party represents and warrants to the other that this Agreement has been duly authorized and that the person who executed this Agreement is authorized to do so on behalf of the Party. This Agreement may be executed in two or more counterparts.

L. ASSIGNMENT

Neither Party may assign this Agreement in whole or in part without the prior written approval of the other Party.

M. NOTICES

Any notices required or permitted to be given under this Agreement shall be deemed to have been given, served and received if given in writing and delivered or deposited in the United States mail, registered or certified mail, postage prepaid, return receipt requested, or sent by overnight courier, or electronic mail, addressed as follows:

The District:
Alum Rock Union School District
Germán Cerda
Superintendent
german.cerda-luna@arusd.org
2930 Gay Avenue
San Jose, CA 95127

RAFT:
Resource Area for Teaching
Chase Davenport
Senior Director, Education
cdavenport@raft.net
1355 Ridder Park Drive
San Jose, CA 95131

N. TERMINATION

This Agreement is at-will and may be modified by mutual consent of authorized officials from RAFT and District. Either Party may terminate this Agreement with a thirty (30) day written notice. The Agreement shall become effective upon signature by the authorized officials from RAFT and District and shall remain in effect through the period of Agreement or until modified or terminated.

Should either Party terminate this Agreement, all joint activities, resources, references, etc. shall cease unless otherwise agreed upon in writing by mutual consent.

Written notices of termination must be forwarded to the German Cerda or to Chase Davenport at 1355 Ridder Park Drive, San Jose, CA 95131.

	Chase Davenport
German Cerda **Superintendent** **Alum Rock Union School District**	**Chase Davenport** **Senior Director, Education** **Resource Area For Teaching**
	1/10/2025
Date	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. 301504

Submitted by: _____

☑ **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: Elliot Paul Schlang, DDS/DBA: Big Smiles

Address: 3201 Wilshire BLVD, Suite 110 City: Santa Monica State: CA Zip: 90403

Phone: (888)833-8441 EXT 60121 Email Address: rsalmu@mobiledentists.com

SSN: _____ or Fed I.D. #: _____

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on February 14, 2025, 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").

Big Smiles will provide dental screening to all ARUSD student and will be provide a report card to parents. At no cost to the district.

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:** $No Cost (describe rate agreement) _____

_____

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
010	0000	0	5815	00	0000	3130	000000	340	7221	$0.00	2/4/25

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



SCOPE OF WORK

Service dates: February 14, 2025, to June 30, 2025

BIG SMILES AGREES TO:

- At a date to be mutually agreed upon, to provide preventive and restorative dental services, including exams, cleanings, fluoride treatments (including Silver Diamine Fluoride), as well as x-rays and sealants where applicable, in addition to simple fillings, pulpotomies on baby teeth, baby teeth extractions and pulp caps. Such care shall be offered to the children with parental/guardian consent.
- All children ages 18 months -14 years are eligible.
- Each site will be served by our licensed California dentist(s) and/or hygienist(s) and/or dental assistants.
- There is no charge to the schools or District.
- When available, Medicaid covers 100% of treatment. Most insurances are accepted. For those without insurance, self-pay options are available.
- Restorative dental care, including services listed above, is available only to those children with Medicaid, CHIP or applicable private insurance coverage.
- All children will be given a "report card" for their parents' review. Copies of x-rays are available to the family and dental offices.
- Big Smiles will provide a report to the District Student Services with how many students were referred to outside dental providers.
- Big Smiles will comply with all applicable provisions of the Health Insurance Portability and Accountability Act of 1996 (HIPAA), including its Privacy, Security, Breach Notification, and Enforcement Rules, as amended, and any other applicable federal and state laws governing the privacy and security of Protected Health Information (PHI).maintain the confidentiality of student record information and any other confidential ARUSD information that Big Smiles and its staff and agents obtain while performing services according to this MOU and enter into non-disclosure agreements regarding ARUSD confidential student information with individuals and/or organizations that Big Smiles will be sharing ARUSD student information.

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. 017838

Submitted by: Imee Almazan

☑ **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: George Maxe/The future Talent of Silicon Valley/First Tee - Silicon Valley

Address: 2797 Park Ave Suite 205 City: Santa Clara State: CA Zip: 95050

Phone: (408) 288 2937 Email Address: george@ftsv.org

SSN: _____ or Fed I.D. #: 46-3102278

Mutually agree and promise as follows:

2. **CONTRACT TERM:** Contractor shall commence providing services under this Agreement on February 14, 2025, and will diligently perform as required and complete performance by June 30, 2028, 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").
STSV will offer a golf program to a maximum 5 qualifying ARUSD schools at no cost while supply last. Any additional school must pay the cost of the Community Partner Golf Program not to exceed $2000.00. To qualify each school must have a senior staff person (e.g., principal) sign FTSV's CPA to request and agree.

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.

__X__ b. **Other:** $_____ (describe rate agreement) No Cost to the District

5. **BUDGET CODE:**

FD XXX	RESC XXXX	PY 0	OBJECT XXXX	SB-OB 00	GOAL XXXX	FCTN XXXX	CST-CTR XXXXXX	LOC XXX	PROG XXXX	$ AMOUNT	ACCOUNTANT INITIALS
010	0000	0	5815	00	0000	3130	000000	340	7221	$0.00	2/6/25

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

first tee
silicon valley

28 January 2025

Alum Rock Union Elementary School District
2930 Gay Avenue
San Jose, CA 95127

To Whom It May Concern:

First Tee – Silicon Valley (FTSV) develops youth through golf throughout Silicon Valley. We enable kids and teens to build the strength of character that empowers them through a lifetime of new challenges. By seamlessly integrating the game of golf with a structured life skills curriculum, we create fun and active learning experiences that build inner strength, self-confidence, and resilience.

San José's Rancho del Pueblo Golf Course is our main program location.

We are excited to offer the FTSV Community Partner School Program (Program) to your schools. The Program equips educators to successfully deliver FTSV's curriculum of life skills through golf. It includes FTSV equipment on loan, training, support, coordination and an optional field trip to FTSV. See attached 2024-2025 CPA and the attached Scope-of-Program for more information on the Program.

We are pleased to offer the FTSV Community Partner School Program to qualifying and interested Alum Rock School District schools at no cost each academic year while supplies last from **14 February 2025 to 30 June 2028**.

We are pleased to offer the FTSV Community Partner School Program to a maximum of 5 qualifying Alum Rock School District schools at no cost each academic year while supplies last. Any additional school must pay the cost of the Community Partner School Program not to exceed $2,000 per academic year. FTSV's total cost to equip mutual agreed upon schools for one year is $2,000 for equipment replenishment ($500), training and support ($500), coordination ($500), and a field trip to FTSV ($500). To qualify, each facility/school must have a senior staff person (e.g., principal) sign FTSV's CPA (attached) each academic year to request and agree to the Program, which FTSV fulfills on a first come, first served basis.

The following FTSV employees have cleared fingerprinting/criminal background investigations, tuberculosis screenings, and in compliance with district requirements:

- Chris Moreno-Hunt
- Tanner Riley
- Phoenix Jarrell-Desch
- Manny Gallardo
- Victor Manrique
- Felix Jasso
- Lina Peña Roldan