



Regular Board Meeting

10/19/2023 06:00 PM

819 West Iowa Avenue, Sunnyvale, CA 94086
3611 Bobolink Lane, Orlando FL 32803

AGENDA

Our Mission

Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world.

- Agenda materials are available online and in the Superintendent's Office upon request.
- Individuals requiring special accommodation should contact the Superintendent's Office at least two working days before the meeting date.

Live Stream: CLICK HERE(<https://simbli.eboardsolutions.com/SU/yC9OzWjcXOrVSkFQCwaVvw==>)

1. OPENING OF MEETING BY BOARD PRESIDENT

The Board President shall announce that a recording is being made at the direction of the Board and that the recording may capture sounds of those attending the meeting.

A. Roll Call

B. Pledge of Allegiance

C. Living Land Acknowledgement


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2. APPROVAL OF AGENDA

The Board may delete items from its posted agenda, and may also add items to its posted agenda (pursuant to Govt. Code 54954.2), if such items to be added arise out of "emergency situations," as defined under Govt. Code Sec. 5496.5.

3. STUDY SESSION

6

A. Strategic Plan Presentation 

7

4. COMMENTS FROM THE BOARD AND SUPERINTENDENT

5. COMMENTS FROM THE SUNNYVALE EDUCATION ASSOCIATION

6. COMMENTS FROM THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

7. COMMENTS FROM THE PUBLIC

This portion of the Agenda provides an opportunity for members of the public to directly address the Governing Board on any item of interest to the public; however, provisions of the Brown Act Government Code 54954.2(a) and .3 preclude any action being taken on any item not appearing on the posted agenda. Time limits allocated to public testimony are three (3) minutes per person and twenty (20) minutes for public comment. Speakers are asked to give their name and affiliation so that an accurate record is reflected in the minutes.



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Any item on the Consent Agenda is subject to review and discussion prior to being approved by the Board. If necessary, any item(s) may be removed for separate action. The public may address the Board regarding any item(s) on the Consent Agenda.	
A. Approval of Minutes	164
B. Approval of General Contractor Agreements (Daniel McCune, Sherly Caliboso, Xinhui Sun, Pacific Office Automation)	171
C. Approval of the Intent to submit the Continued Funding Application for Sunnyvale State Preschool 2024-2025	173
D. Approval of Resolution #R24-6; In the Matter of 2022-2023 Education Protection Account	175
E. Approval of Memorandum of Understand (MOU) between Sunnyvale School District and California School Employee Association and its Chapter #205 (CSEA) Re: Dental Indemnity Plan Option	180
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12. FUTURE MEETINGS/ADJOURNMENT
Thursday, November 2, 2023 at 6:00 PM
Regular Board Meeting

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1. C. Living Land Acknowledgement

Description

Brief Acknowledgement of Land and Life:

Sunnyvale School District is located on the ancestral and unceded land of the Muwekma Ohlone Tribe (muh-WEK-muh • oh-LOW-nee), who have peacefully honored and cared for this land for thousands of years. We recognize that every member of the Sunnyvale community continues to benefit from the use and occupation of this land.

We acknowledge our responsibility to learn from the wisdom of the Ohlone People and to consider how we might work to repair injustices and to move forward together in honorable ways.



3. STUDY SESSION

3. A. Strategic Plan Presentation

Contact Person

Michael Gallagher, Ed.D., Superintendent

Description

Performance Fact Inc. will assist Sunnyvale School District in developing their Strategic Plan. This process will be developed in two phases.

Phase I: Development of a Strategic Plan, to be conducted between October 2023-February 2024.

Phase II: Alignment of the LCAP to the Strategic Plan, to be completed in Spring 2024.

Enclosed are sample Strategic Plans that Performance Fact has created for other Districts.

Recommendation

The Board of Education will hear a presentation on the Strategic Plan process.

Supporting Documents



Intro to Strategic Planning Process



Yakima SD Full Report



Princeton Public Schools Full Report



North Kitsap SD 4-pager



Middletown City School District Full Report



Hillsboro School District Full Report



Federal Way Public Schools 4-pager



Fairfax County Public Schools 4-pager

Moving Forward As One!™

An Introduction to the Process

Student-centered Strategic Planning



Presented by: **Performance fact, Inc.**

Lead Facilitator: Mutiu O. Fagbayi (*President/CEO*)

Facilitators



Mutiu O. Fagbayi
President/CEO

"Moo-tee-oo Fa-gb-ayee"



Lauren Klaffky
Vice President/Chief Program Officer

Valerie Balanon, *Creative Specialist*

Kaye Jadrych, *Director of Operations*

Rose Wagner, *Senior Associate*

Amreet Waters, *Director, Client Relations & Project Management*

A **facilitator** is a guide. A guide does not command or control.

However, a facilitator does direct, leaving it up to you to follow.



The Performance Fact Premise

Cause & Effect

"All students will learn at high levels when instruction meets their needs. What a student has not learned well yet, is something she/he has **not** been taught well **yet** .

Student learning, then, is an "effect" whose "cause" lies in the quality and effectiveness of educational **PRACTICES** .

If we want improved outcomes for students, the starting point must be the **continuous improvement of teaching practices, leadership practices and organizational practices**, because they are the precursors to student learning."

Mutiu O. Fagbayi (2006)



Our Five Core Values



PERFORMANCE

We believe that results matter. They tell us about the effectiveness of our practice, and focus our attention on solutions that matter most.

fast forward

We act with a sense of urgency, and continually search for ways to accelerate time to results for our clients.

accountability

We rely on a fact-based approach, not opinion. Accountability means standing up for the results we produce, individually and collectively.

continuous learning

We view personal and team learning as professional expectations, and as the fuel for continuous improvement of services to our clients.

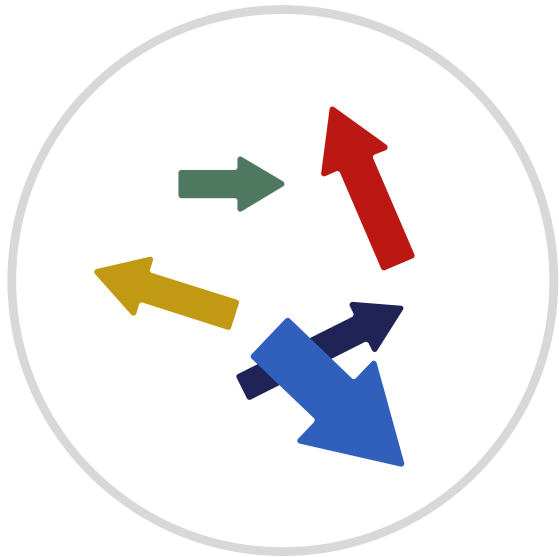
trust

We build relationships based on uncompromising integrity, deep caring, and total commitment to helping our clients achieve the goals that are important to them.

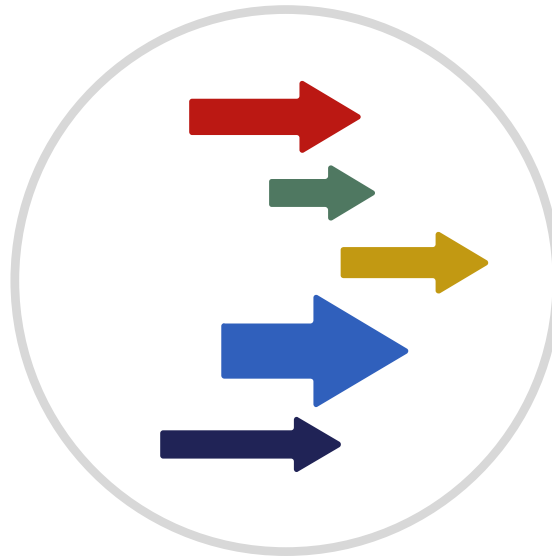


The Power of Alignment

Misalignment



Alignment



A primary aim of
planning
is unity of purpose, or
alignment

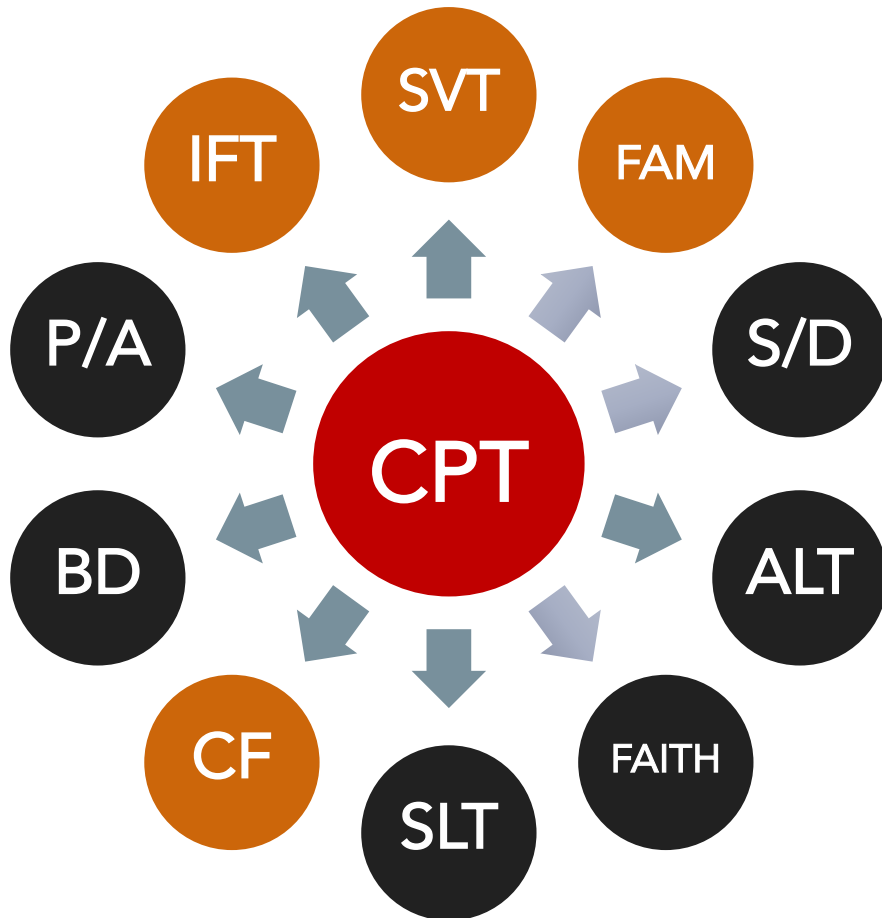
***Alignment:** getting people, process, program and structure on the same page, going in the same direction.*

Embracing Diverse Voices & Perspectives

Meaningful engagement strengthens understanding, appreciation and commitment.



Planning Teams | Listening Tours | “Reality Check” Sessions



- ❑ **CPT** = Core Planning Team
- ❑ **SVT** = Student Voice Team
- ❑ **FAM** = Family Team
- ❑ **IFT** = Instructional Focus Team
- ❑ **S/D** = Schools/Departments
- ❑ **P/A** = Principals/Administrators Team
- ❑ **ALT** = Alignment Team
- ❑ **BD** = School Board
- ❑ **CF** = Community Forums
- ❑ **FAITH** = Faith Community/Houses of Worship
- ❑ **SLT** = Superintendent's Leadership Team

Strategic Planning Calendar *(Illustrative Sample)*

Date	Team	
15-Nov-21	CORE PLANNING TEAM	CPT
16-Nov-21	CORE PLANNING TEAM	CPT
18-Nov-21	INSTRUCTIONAL FOCUS TEAM / ED SERVICES	IFT
30-Nov-21	INSTRUCTIONAL FOCUS TEAM / ED SERVICES	IFT
6-Jan-22	CORE PLANNING TEAM	CPT
13-Jan-22	BOARD REVIEW	BD
26-Jan-22	ALIGNMENT TEAM	ALT
26-Jan-22	INSTRUCTIONAL FOCUS TEAM /ED SERVICES	IFT
28-Jan-22	STUDENT VOICE TEAM	SV
3-Feb-22	CORE PLANNING TEAM	CPT
7-Feb-22	COMMUNITY FORUM	CF
16-Feb-22	INSTRUCTIONAL FOCUS TEAM / ED SERVICES	IFT
22-Feb-22	COMMUNITY FORUM (BIPOC)	CF
23-Feb-22	ALIGNMENT TEAM	ALT
3-Mar-22	CORE PLANNING TEAM	CPT

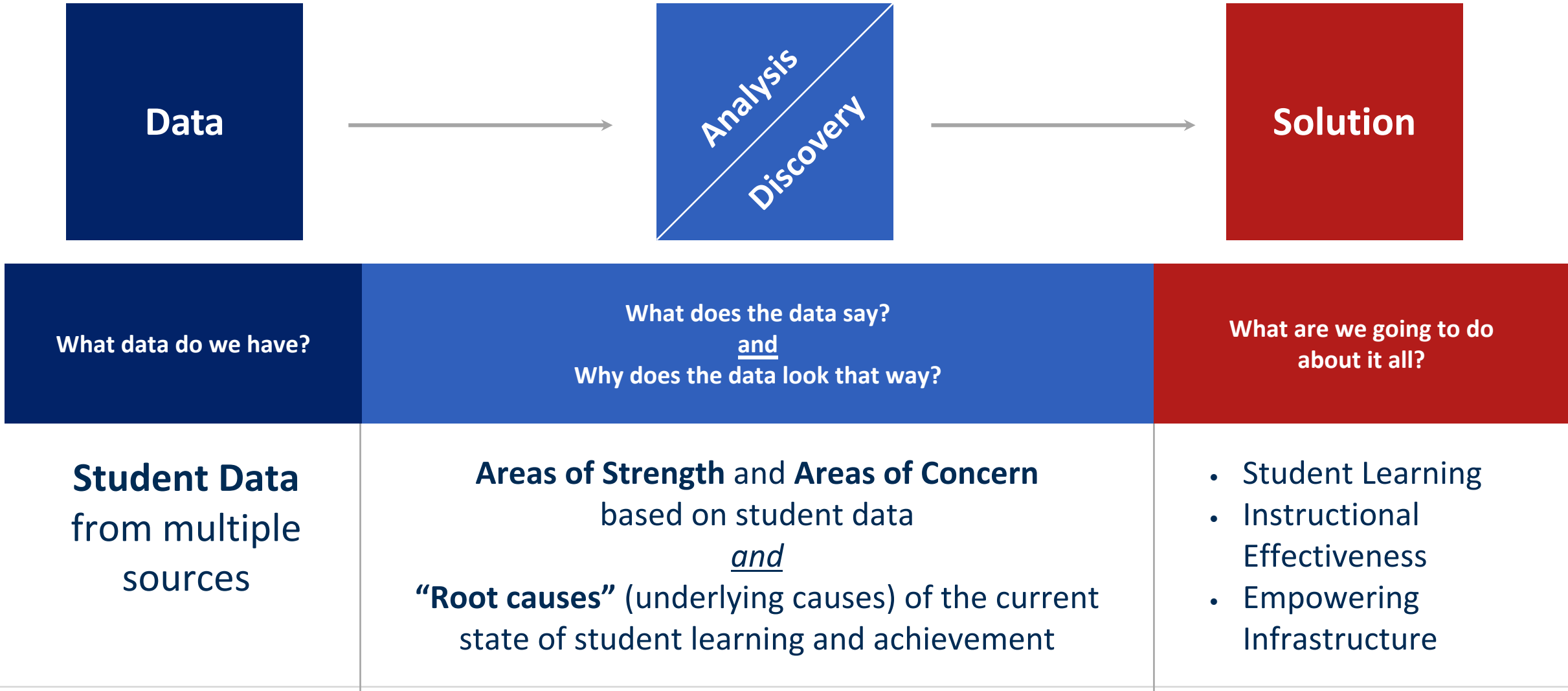
Date	Team	
4-Mar-22	STUDENT VOICE TEAM	SV
16-Mar-22	INSTRUCTIONAL FOCUS TEAM / ED SERVICES	IFT
23-Mar-22	ALIGNMENT TEAM	ALT
31-Mar-22	COMMUNITY FORUM	CF
4-Apr-22	COMMUNITY FORUM (SPANISH)	CF
7-Apr-22	CORE PLANNING TEAM	CPT
20-Apr-22	INSTRUCTIONAL FOCUS TEAM / ED SERVICES	IFT
21-Apr-22	CORE PLANNING TEAM	CPT
28-Apr-22	BOARD REVIEW	BD
26-May-22	INSTRUCTIONAL FOCUS TEAM / CORE PLANNING TEAM <i>(Joint Session)</i>	IFT CPT
9-Jun-22	BOARD REVIEW	BD



Community-wide Engagement Calendar *(Illustrative Sample)*

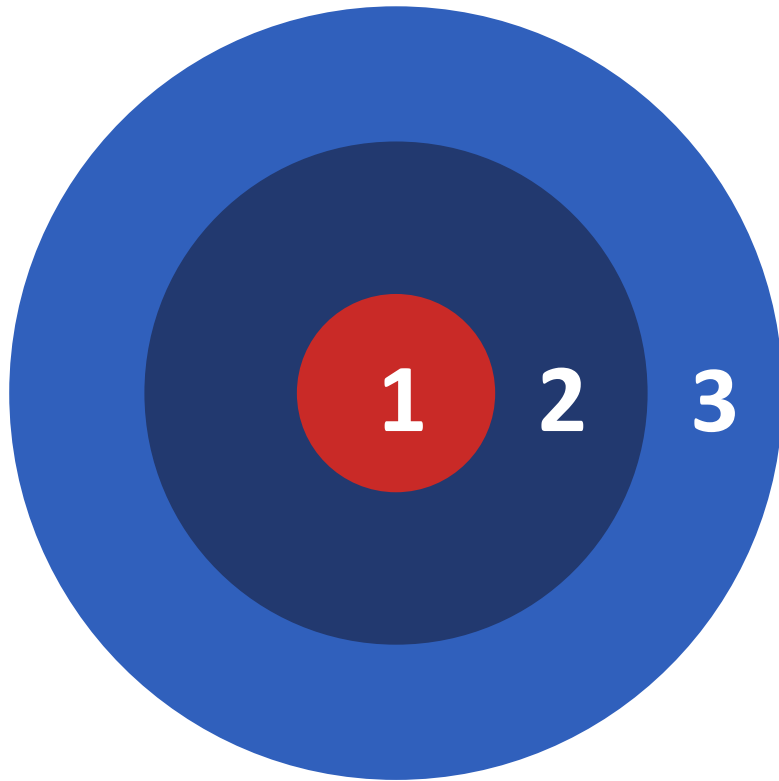
1	Board	Oct 22 Dec 13 Feb 7 Mar 28 Apr 25 May 9
2	Student Voice Team	Feb 6 Feb 7 Feb 8 Feb 9 Mar 13 Mar 14 Mar 15 Mar 16
3	Online Student Survey (Grades 3-12)	Nov 2 – Dec 12
4	Principal-Led Student Focus Group	Nov 2 – Dec 9
5	Core Planning Team	Nov 30 Dec 1 Jan 12 Feb 22 Mar 13 Apr 24
6	Instructional Focus Team	Dec 2 Dec 5 Mar 6 Mar 20
7	Alignment Team	Dec 5 Mar 1 Apr 25
8	Family Team	Dec 3 Feb 4 Feb 13 Mar 20 Apr 10
9	Faith Team	Dec 6 Mar 1 Apr 26
10	Superintendent's Leadership Team	Oct 30 (Weekly on Monday)
11	Central Office Team	Feb 23 Mar 30
12	Principal/Admin Team	Feb 23 Mar 30
13	School/Department Teams	Mar 2023 Apr 2023
14	Staff/Family/Community Feedback Survey	Feb 27 – Mar 30
15	Family Strategic Plan Feedback Survey	Mar 6 – Mar 20
16	Community Strategic Plan Feedback Survey	Mar 6 – Mar 20 Apr 27
17	Community Forums	Jan 30 Jan 31 Feb 1 Feb 2 Feb 4 Feb 6 Feb 7 Feb 8 Feb 9 Feb 11 Feb 15 Feb 16 Apr 10 Apr 11 Apr 17

A Data-informed Strategic Planning Process



Key Components of the Strategic Plan

"Keeping ends and means in proper sequence."



1. Student Learning

- Vision | Core Purpose
- Portrait of a Graduate
- Our Promise | Guiding Principles
- Goals & Measures of Student Success
- Excellence Targets

2. Instructional Effectiveness

- “Four Pillars” (Building Blocks)
- Professional Practices for Effective Instruction
- Strengthening the Instructional Core

3. Empowering Infrastructure

- Strategy Map | Key Actions
- Roadmap for Disciplined Implementation

Phases of the Planning Process

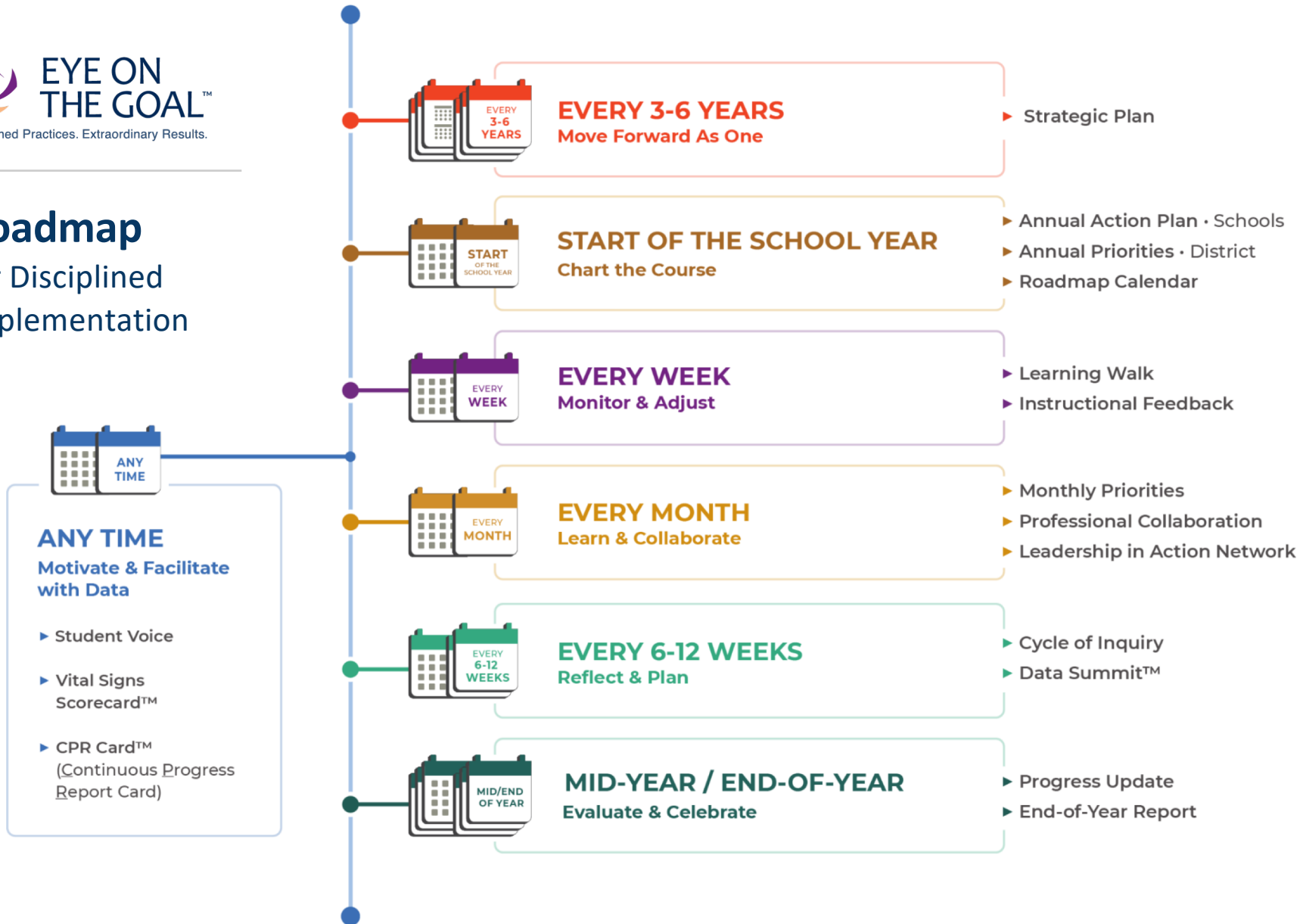
- 1 • “Is everyone **ready** to go?” [Community mobilization]
- 2 • “Where are we **now**?” [Assessment of current state]
- 3 • “Where are we going **next**?” [Core purpose, goals, measures]
- 4 • “Is everyone **still** with us?” [Stakeholder “reality check”]
- 5 • “How are we going to get **there**?” [Building blocks: practices, strategies, structures]
- 6 • “Have we aligned **resources** with the Plan?” [Allocation of people, time, \$]
- 7 • “Do we have the **support** of our leaders and policymakers?” [Formal approval]

ROADMAP

for Disciplined Implementation

- A results-focused plan is the first step towards realizing desired outcomes for student learning and achievement. However, without disciplined implementation, a plan flounders and may not live up to its promise. Therefore, after you “plan the work,” then, you must “work the plan” to achieve desired results.
- The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

Roadmap for Disciplined Implementation



*After you
“plan the work,”
then, you must
“work the plan”
to achieve
desired results.*

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Why Equity Matters

“If the ladder of educational opportunity rises high at the door of some youth and scarcely rises at the doors of others, while at the same time formal education is made a prerequisite to occupational and social advancement, then education may become the means, not of eliminating race and class distinctions, but of deepening and solidifying them.”

Report of the Commission on Higher Education (1947)

[As quoted in Monitoring Educational Equity | The National Academies of Science, Engineering, and Medicine; page 13]

Purpose of Equity Indicators

“The purpose of [Equity] indicators is *not* to track progress toward aggregate goals, such as that all students graduate high school within 4 years of entering 9th grade, but to identify **differences** in progress toward that goal, **differences** in students’ family background and other characteristics, and **differences** in the conditions and structures in the education system that may affect students’ education.”

Monitoring Educational Equity | The National Academies of Sciences, Engineering, and Medicine (page 1)

16 Indicators for Monitoring Educational Equity [Reference: National Academies of Sciences, Engineering, & Medicine; June 2019]

Domain A: **KINDERGARTEN READINESS**

- Indicator 1: Disparities in Academic Readiness
- Indicator 2: Disparities in Self-Regulation and Attention Skills

Domain B: **K-12 LEARNING AND ENGAGEMENT**

- Indicator 3: Disparities in Engagement in Schooling
- Indicator 4: Disparities in Performance in Coursework
- Indicator 5: Disparities in Performance on Tests

Domain C: **EDUCATIONAL ATTAINMENT**

- Indicator 6: Disparities in On-Time Graduation
- Indicator 7: Disparities in Postsecondary Readiness

Domain D: **EXTENT OF RACIAL, ETHNIC, AND ECONOMIC SEGREGATION**

- Indicator 8: Disparities in Students' Exposure to Racial, Ethnic, and Economic Segregation

Domain E: **EQUITABLE ACCESS TO HIGH-QUALITY EARLY CHILDHOOD EDUCATION**

- Indicator 9: Disparities in Access to and Participation in High-Quality Early Childhood Education

Domain F: **EQUITABLE ACCESS TO HIGH-QUALITY CURRICULA AND INSTRUCTION**

- Indicator 10: Disparities in Access to Effective Teaching
- Indicator 11: Disparities in Access to and Enrollment in Rigorous Coursework
- Indicator 12: Disparities in Curricular Breadth
- Indicator 13: Disparities in Access to High-Quality Academic Supports

Domain G: **EQUITABLE ACCESS TO SUPPORTIVE SCHOOL AND CLASSROOM ENVIRONMENTS**

- Indicator 14: Disparities in School Climate
- Indicator 15: Disparities in Nonexclusionary Discipline Practices
- Indicator 16: Disparities in Nonacademic Supports for Student Success

What is a Portrait of a Graduate?

A community-wide vision statement of the attributes a graduate must possess to succeed in learning and life, both school and beyond, now and in a rapidly evolving world.



Criteria for Setting Goals & Measures



Criteria for Measures of Student Progress

Vital

Vital few,
not trivial
many

Robust

Cognitive
and
affective

Across Time

Leading
and
lagging

Fair

Equitable
for all
students



Criteria for Selecting the "Four Pillars"



"Teaching
and
Learning"



"Schools
Can't Do
It Alone"



"Investing
in
People"



"Bringing It All
Together"

← At least one Pillar must address each of the four criteria →





Programs
fade, but
**practices
endure.**





Yakima
SCHOOL DISTRICT

Strategic Plan

2020 - 2026



**Goals.
Growth.
Graduation.**

Superintendent's Message

One of the highest obligations of the community is to create and sustain an education system that develops in its youth the **confidence** that they can make a difference in the world, and the **competence** they need to do so on par with other youth in our country and around the world.

I am firmly convinced that the Yakima community shares this aspiration for our students and that all stakeholders are wholly committed to doing their part to build a school system that will nurture learning, growth, and success for every student, without exception.

This Strategic Plan is the outcome of a months-long collaborative effort that engaged a wide cross-section of the Yakima community: parents, students, business and community members, taxpayers, teachers, staff, administrators, cabinet members, union leaders, and the school board. Together, we reached consensus on a clear vision and a set of aspirational goals for our schools, and we defined a clear roadmap for accomplishing the goals.

Now the next step is to ensure disciplined implementation and follow-through on the promises we've made in our Strategic Plan. As we do so, we will be **strengthening our community through education**, and will be well-positioned to achieve the **goals, growth**, and higher **graduation rates** we desire.

Together, we can!

- Trevor Greene, *Superintendent*



Why This Matters: Student Data in Brief

The levels of student growth and achievement in the Yakima School District have remained relatively unchanged during the past few years.

For example:

- About 4 out of every 20 children enter Kindergarten meeting readiness standards
- About 6 out of every 20 students met/exceeded state standards in Mathematics in 2018
- About 8 out of every 20 students met/exceeded state standards in English Language Arts in 2018
- The 4-year high school graduation rate was about 75% and the drop-out rate was about 14%

Nevertheless, our commitment to ensuring learning, growth, and success for every student remains as strong as ever. This strategic plan – developed with the active engagement of the entire Yakima community – is a reaffirmation of that commitment.

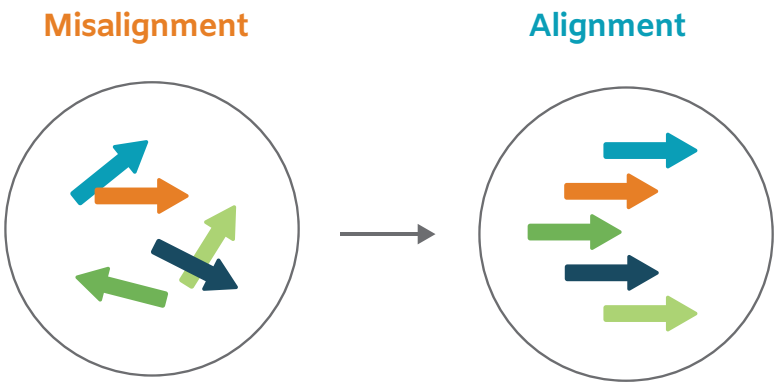
Executive Summary

Highlights of Our Strategic Plan

Why Plan?

Alignment, or unity of purpose, is the primary aim of planning. Alignment gives shared meaning to the work of a school system, thereby enabling successful accomplishment of the goals of the organization.

Yakima’s strategic planning process was chartered by Mr. Trevor Greene (Superintendent) and the Yakima School Board of Education. The process was designed to mobilize Yakima stakeholders around a unified direction for the school system, and to propel the community forward as one towards the central purpose of Yakima schools: *ensuring learning, growth, and success for every student, without exception.*



The strategic planning process was developed and facilitated by Performance Fact, Inc., led by Mutiu Fagbayi (President/CEO).

Diverse Voices, Unified Goal

Everyone matters, every voice counts! Equity was at the core of the Yakima strategic planning process, as diverse voices within the Yakima community were embraced in the process. A series of interlocking teams enabled broad, transparent conversations among diverse stakeholders, and provided numerous opportunities for the school district and its stakeholders to co-create the strategic plan, step-by-step.

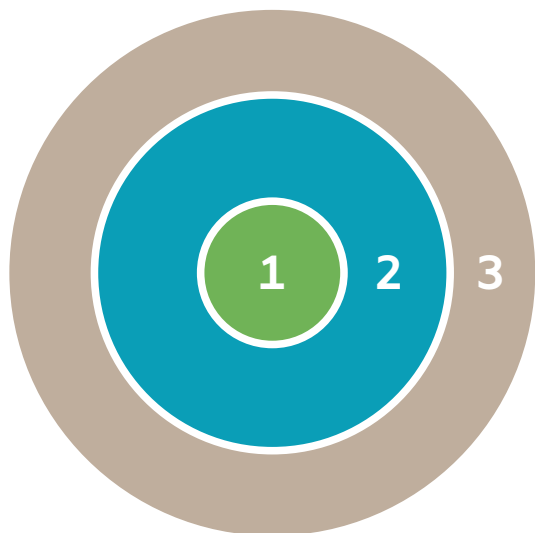
- Five *Student Voice* groups – one elementary, one middle school, three high school teams – participated in focus group discussions that provided valuable insight into their schooling experiences. Students also served on the Core Planning Team.
- More than 80 stakeholders from diverse backgrounds, including the Yakima Education Association president, served on the *Core Planning Team* that met for a total of 5-1/2 days between September-December 2019; interpreters were provided for Spanish-speaking participants during each session
- The *Alignment Team*, composed of about 15 business/ community leaders and State Representative Chris Corry, met four times
- Three *Community Forums* were scheduled; four check-in sessions with the *Board of Directors*; two sessions with *Instructional Facilitators*; and opportunities for *Campus/ Department* feedback demonstrated proactive outreach to a broad cross-section of Yakima constituencies.
- Business and faith-community partners, as well as building administrators, were included as reflective contributors in the process.



Executive Summary (Continued)

Outline of Key Recommendations

For a strategic plan to live up to its promise, it must be based on a *coherent design*, put together in the *proper sequence*. The plan must ensure that "ends" and "means" are placed in the right order to ensure alignment and to facilitate disciplined implementation.



1. Student Learning

- Vision, Mission, Core Values
- Profile of a Yakima Graduate
- Goals, Measures & Equity Statements
- Community Commitments

2. Instructional Effectiveness

- Four Pillars (building blocks)
- Professional Practices (i.e., Teaching Practices, Leadership Practices, Organizational Practices)

3. Empowering Infrastructure

- Four Pillars (building blocks)
- Educational Strategies

The Strategic Plan for Yakima School District consists of the following key components:

Student Learning is the fundamental purpose of our school system. Placing student achievement at the center of our collective work encourages our school system and the entire community to "keep the main thing, the main thing."

This component includes:

- Updated **Vision, Mission, and Core Values**
- **Profile of a Yakima Graduate**, which articulates the attributes and qualities of Yakima High School graduates.
- Five aspirational **Goals and Measures** of Student Success, and corresponding statements reaffirming our focus on **Equity**. The Goals cover preschool through high school graduation, and address the academic as well as social-emotional development of our students.
- A set of **Community Commitments**; i.e., explicit performance targets to be met by a specific date

(See pages 6-7 and 10-11)

Effective Instruction is the strongest predictor of student learning. And student learning is effective when student, teacher and content are in alignment, and are supported by effective leadership and organizational practices.

This section of our plan includes:

- The **"Four Pillars"** – or building blocks of our work.
- The **Professional Practices** that we expect our teachers, leaders, and staff to master over time to ensure effective instruction for all students.

(See page 8-9)

Empowering Infrastructure facilitates effective instruction by creating and sustaining efficient, mission-focused systems, services and operations to support day-to-day functioning of the schools.

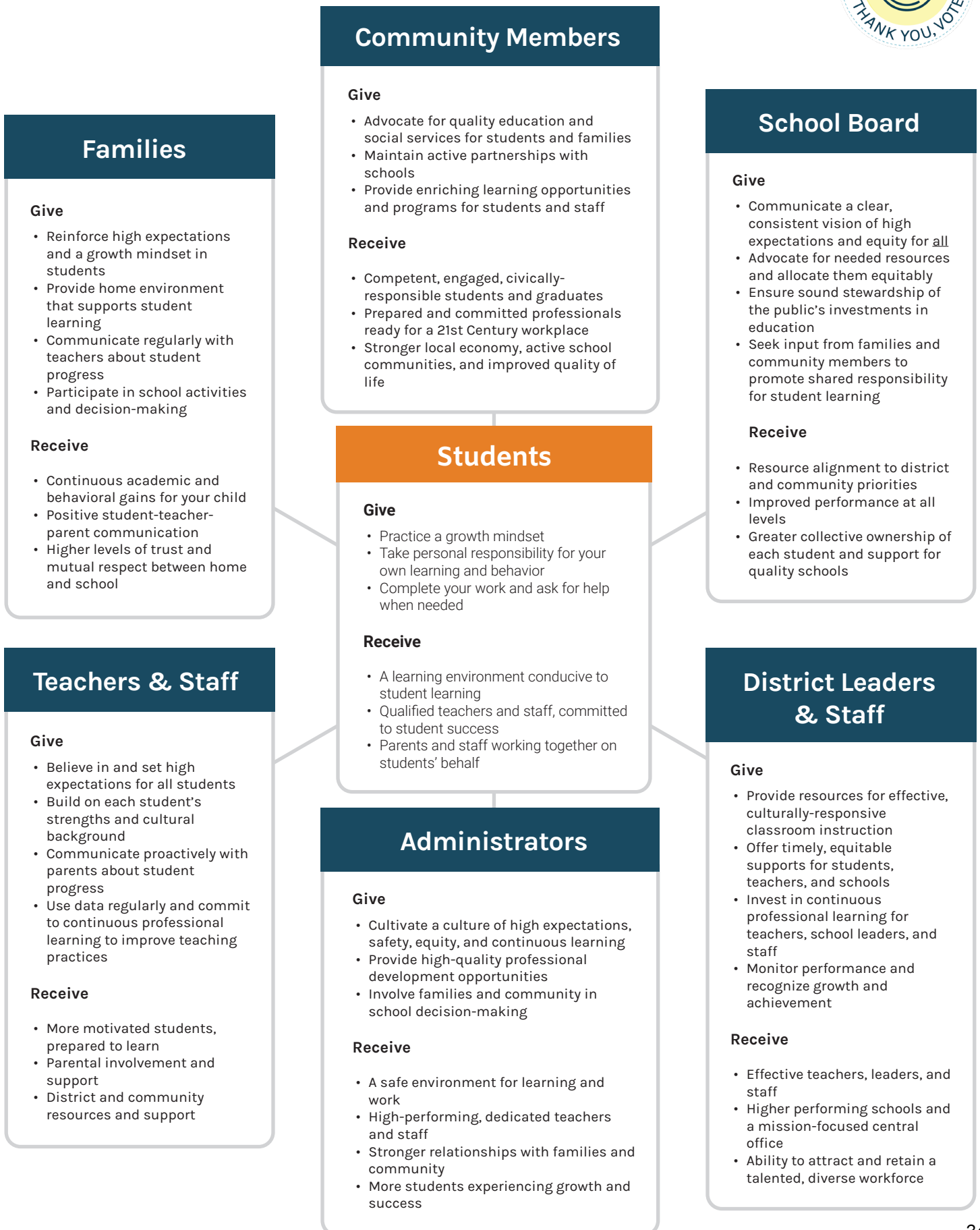
This section consists of:

- The **"Four Pillars"** which ensure consistency between the foundations of our instructional programs and our day-to-day work operations.
- **Educational Strategies** which, when implemented with discipline, will facilitate the core instructional practices and accelerate the accomplishment of each goal.

(See pages 12-15)



What You Will Give, What You Will Receive



Our Vision

Focusing on every student, every day: strengthening community through education.

Our Promise

To ensure a safe, equitable, inclusive, and quality learning environment so that every student thrives and succeeds.

Our Core Values

- Diversity, Equity & Inclusion
- High Expectations for All
- Focus on the Whole Child
- Family Engagement & Community Partnerships



Effective Communicator

- Listens actively to respond effectively
- Resolves conflict with others
- Demonstrates effective oral and written communication strategies



Resilient Learner

- Builds and maintains relationships
- Embraces a growth mindset
- Exhibits persistence



Career and College Ready

- Embodies a goal-oriented attitude
- Achieves proficiency in literacy, math, and science
- Possesses the interpersonal skills necessary for a 21st Century workplace

Profile of a Yakima Graduate

Knowledge, Skills, and Dispositions:
What our Yakima graduates need to know, be able to do, and embody.



Critical Thinker and Problem Solver

- Models creativity and innovation
- Analyzes and evaluates situations and problems
- Displays resourcefulness



Personal Responsibility and Accountability

- Acts with integrity
- Demonstrates self-management skills
- Develops financial and digital literacy



Community and Global Connectedness

- Demonstrates flexibility and cross-cultural skills
- Exemplifies civic responsibility and participates in democratic processes
- Exhibits environmental awareness

Our Goals and Measures of Student Success

These five goals articulate our aspirations, promise, and commitment to support every student in achieving each desired outcome. The three measures for each goal are the indicators of student progress.

GOAL 1: The Early Years: Developing a Strong Foundation

All students will acquire the social-emotional skills, academic curiosity, and cognitive development in PK-3 Literacy and Numeracy necessary to prepare them for success.

2026 COMMUNITY COMMITMENT:

At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

- 1.1 Increased percentage of Kindergarteners who demonstrate resilience, engagement in purposeful play, creativity in problem-solving, and prudent risk-taking in learning.
- 1.2 Increased percentage of students in PK-3 who meet growth criteria for the whole child: social-emotional, physical, literacy development, mathematics, and scientific/technological.
- 1.3 Increased percentage of students meeting or exceeding grade-level standards by the end of third grade in literacy and numeracy (based on multiple measures).

GOAL 2: All Students: Empowered, Connected, Supported, Resilient, Engaged

All students will develop habits and behaviors that elevate student voice, resilience, and personal ownership in a safe, caring, and supportive environment

2026 COMMUNITY COMMITMENTS:

*- At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.
- At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."*

- 2.1 Increased percentage of students who feel safe, have a sense of belonging, and believe that their school is inclusive and offers opportunities for student voice.
- 2.2 Increased use of positive alternative options to suspension and rules that are fair and equitable.
- 2.3 Increased percentage of students engaged in their own academic progress, goal setting, and personal development plans.

GOAL 3: Equitable Opportunity to Achieve Core Mastery & Critical Thinking

All students will be empowered to own their education, meet or exceed standards, be critical and creative thinkers, seek solutions, and be advocates for racial and social justice.

2026 COMMUNITY COMMITMENTS:

*- At least 15 out of every 20 students (75%) in Grades 4, 7, and 10 meet state standards in English Language Arts and Mathematics.
- At least 15 out of every 20 students (75%) in Grades 5, 8, and 11 meet state standards in Science.*

- 3.1 Increased student ability to use feedback, engage in self-assessment, and set goals related to their learning.
- 3.2 Increased percentage of students who demonstrate mastery of relevant skills in multiple ways.
- 3.3 Increase equity of access to and achievement in rigorous academic courses and programs for all student subgroups.

GOAL 4: Bilingual, Biliterate by Graduation

All students will have the opportunity to become culturally competent, academically successful, and prepared for the global job market in two or more languages.

2026 COMMUNITY COMMITMENTS:

*- At least 75% of PK-5 Schools will have access to a two-way dual language program.
- At least 10 out of every 20 (50%) middle school students will participate in a world language course or cultural exchange program.
- At least 10 out of every 20 graduating seniors (50%) attain the Seal of Biliteracy*

- 4.1 Increased percentage of students achieving the Washington State Seal of Biliteracy or meeting/exceeding grade-level standards in two or more languages.
- 4.2 Increased percentage of students enrolled in a world language or two-way dual language program.
- 4.3 Increased percentage of students who model positive social skills and resilience for a culturally diverse community.

GOAL 5: Persistence Through Graduation and Beyond

All students will successfully navigate the critical transitions in their schooling, and will graduate from high school prepared for college, career, and post-secondary experiences.

2026 COMMUNITY COMMITMENTS:

*- At least 19 out of every 20 high school students (95%) graduate on time
- All high school students (100%) graduate within 6 years.*

- 5.1 Increased percentage of students who demonstrate successful transitions from Pre-Kindergarten to Kindergarten, Kindergarten to Elementary, Elementary to Middle, Middle to High School, High School to College/Post-Secondary experiences.
- 5.2 Increased percentage of students passing classes in 6th-9th grades, resulting in an increased percentage of 10th grade students on track to graduate.
- 5.3 Increased percentage of seniors with a High School and Beyond Plan that includes one of these: an acceptance letter to college, the military, trade/technical training, industry certification/apprenticeship, or verifiable employment.

Our Four Pillars

Our Four Pillars are the building blocks for accomplishing our goals for student success. The pillars are the capabilities and competencies we must build to ensure successful outcomes.



Pillar 1: Teaching & Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Our first Pillar is about **Teaching and Learning**, our schools' most important function. This Pillar ensures that all students have access to needs-based, differentiated, standards-aligned instruction and assessment that integrates their prior knowledge and cultural background.



Pillar 2: We're In This Together

Strong, Active Relationships Among Families, Schools, and Community

Our second Pillar recognizes that **We're In This Together**. It ensures that trust among family, school, and community is nurtured through shared responsibility for student success, proactive communication, and meaningful stakeholder voices in decisions that affect them.



Pillar 3: Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Our third Pillar, **Investing in People**, addresses how we will attract, develop, and retain high-caliber staff members at all levels. Teachers, leaders, and staff will receive timely, focused, collaborative support and intervention (e.g. coaching, mentoring, peer support, targeted professional development), to facilitate continuous improvement of their professional practices.



Pillar 4: Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Our fourth Pillar **Bringing the Pieces Together**, focuses on strengthening the conditions for a mission-focused, empowering infrastructure. This includes data systems, efficient and responsive operations, and rules and procedures that are socially and culturally appropriate for learning and leadership, for students, families, and stakeholders in our community.

Our Professional Practices

Our Professional Practices define the capabilities we, as practitioners, must develop to ensure continuous improvement of Teaching Practices, Leadership Practices, and Organizational Practices - the preconditions for higher levels of student achievement. These practices are aligned to our Four Pillars, or the building blocks of what we must do well to manifest our aspirational outcomes for every student.

	PILLAR 1: Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning	PILLAR 2: Strong, Active Relationships Among Families, Schools, and Community	PILLAR 3: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR 4: Safe, Multicultural Community for Learning and Work Operations
Teaching Practices	<p>T1: Teachers establish high expectations and levels of rigor for all students, regardless of current level of achievement, to ensure their continuous growth and development.</p> <p>T2: Teachers utilize a variety of high-yield engagement strategies and explicit instructional techniques (i.e. Number Talks, five YSD and Language Enhancement Routines) matched to student needs.</p>	<p>T3: Teachers provide a variety of family and community involvement options, accounting for diverse schedules, interests, and home language.</p> <p>T4: Teachers provide on-going recognition of students for achievement and improvement in academics and behavior.</p>	<p>T5: Teachers use common planning time to address standards, curriculum scope & sequence, and student needs, while reflecting on instructional practices and sharing ideas and strategies.</p> <p>T6: Teachers set shared goals for student learning and instructional practices during each assessment cycle. They monitor progress, and adjust instruction based on student work.</p>	<p>T7: Teacher teams participate in evidence-based reflective conversations, using a cycle of inquiry approach to inform and adjust instruction for learning.</p> <p>T8: Teachers work collaboratively to engage all students in high-quality learning that requires higher-order thinking, regardless of ethnicity, language development, learning needs, or socioeconomic status.</p>
Leadership Practices	<p>L1: Instructional Leadership Teams collaborate with teachers and staff to develop a shared commitment for high expectations for all students.</p> <p>L2: Instructional Leadership Teams facilitate professional development to refine teacher and paraeducator skills in instructional planning and delivery of rigorous whole/ small-group instruction.</p>	<p>L3: Instructional Leadership Teams develop a comprehensive system with parents and the community to address barriers to teaching and learning, including engagement of students and families.</p> <p>L4: Instructional Leadership Teams build systems to link staff, students, families, and the community to create schools that are safe and caring.</p>	<p>L5: Instructional Leadership Teams engage all staff in decision-making toward continuous improvement of instructional practices that positively impact student learning.</p> <p>L6: Instructional Leadership Teams guide teams and staff in the collaborative development and implementation of the YSD instructional framework(s).</p>	<p>L7: Instructional Leadership Teams hold data inquiry meetings where teachers report on, plan and analyze data, and provide support towards continuous school, grade-level, and classroom improvement.</p> <p>L8: Instructional Leadership Teams use student work and data to monitor and support instruction and make intervention decisions for all students, regardless of current level of achievement.</p>
Organizational Practices	<p>O1: District/school leadership communicates a consistent message to the community reinforcing consistently high standards and expectations for all students.</p> <p>O2: District/school leadership maintains a focus on standards-aligned professional learning and collaboration to ensure rigorous and culturally responsive instruction.</p>	<p>O3: District and community create integrated systems of support/intervention to promote academic learning and healthy development for all members of the school community.</p> <p>O4: District/school leadership assures systems of support to connect every student to a caring adult(s) within the school and/or community.</p>	<p>O5: District/school leadership provides equitable opportunities for all educators to make significant contributions through shared leadership to district/school/ team-level work.</p> <p>O6: District/school leadership develops a cadre of leaders with mastery of curriculum, instructional leadership, and organizational management practices, and who facilitate the learning of others.</p>	<p>O7: District/school leadership focuses professional development and resources to analyze, interpret, and align student, professional practices, and school data.</p> <p>O8: District/school leadership teams and coaches build the capacity of staff to effectively use data to identify students who need more intensive academic and behavioral intervention or acceleration.</p>

Our Vision

Focusing on every student, every day:
strengthening community through education.



COMPASS
COMMITMENT

Developing a Strong Foundation in the Early Years

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) entering kindergarten demonstrate kindergarten level skill development across six key domains – physical, social-emotional, literacy, cognitive, language, and math.

2019 BASELINE: About 4 out of every 20 children enter Kindergarten demonstrating kindergarten level developmental skills.



COMPASS
COMMITMENT

Empowered, Connected, Supported & Engaged

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) will attend school at least 171 days out of 180 days per school year.

2019 BASELINE: 10 out of every 20 students (50%)

2026 COMMUNITY COMMITMENT

At least 19 out of every 20 students (95%) agree/strongly agree to the survey questions: "I feel safe at school" and "I feel connected to other students and adults at school."

2019 BASELINE: 16 out of every 20 students feel safe (80%), no baseline data for "connected"



COMPASS
COMMITMENT

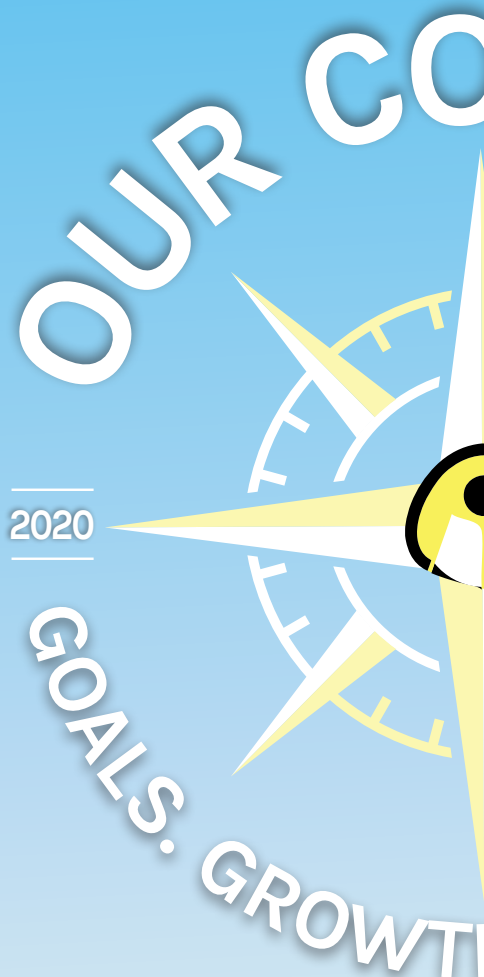
Equitable Oppor Core Mastery &

2026 COMMUNITY COMMITMENT

At least 15 out of every 20 students in grades 4, 7, and 10 meet state standards in Science and Mathematics.

At least 15 out of every 20 students in grades 5, 8, and 11 meet state standards in Science.

2019 BASELINE: 7 out of every 20 students meet state standards in all subjects.



omise

, inclusive, and quality learning
udent thrives and succeeds.

Our Core Values

Diversity, equity & inclusion • High expectations for all • Focus on
the whole child • Family engagement & community partnerships



Persistence through Graduation and Beyond

2026 COMMUNITY COMMITMENTS

At least 19 out of every 20 high school students
(95%) graduate on time, and 100%
graduate within 6 years.

*2019 BASELINE: 16 out of every 20
students (80%) graduate on time,
and 80% of the remaining students
graduate within 6 years.*



COMPASS
COMMITMENT

Bilingual, Biliterate by Graduation

2026 COMMUNITY COMMITMENTS

At least 75% of PK-5 Schools will have access
to a two-way dual language program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENTS

At least 10 out of every 20 (50%) middle school students
will participate in a world language course or cultural
exchange program.

2019 BASELINE: 0 out of every 20 students (0%)

2026 COMMUNITY COMMITMENT

At least 10 out of every 20 graduating
seniors (50%) attain the Seal of Biliteracy.

2019 BASELINE: 3 out of every 20 (15%)



COMPASS
COMMITMENT

rtunity to Achieve & Critical Thinking

MENTS

students (75%) in grades
standards in English Language Arts

students (75%)
state

20 students (35%)
subjects.



Our Educational Strategies

Our Educational Strategies define the highest-leverage programs, initiatives, and targeted solutions that will guide our teachers, school leaders, and district teams in their implementation of our strategic plan. Our Educational Strategies are aligned to our five Goals and framed by our Four Pillars.



The Early Years: Developing a Strong Foundation

EQUITY LENS:

Every student has their individual needs met to acquire the social-emotional, cognitive, and academic skills necessary to be successful regardless of their backgrounds and experiences.

PILLAR 1:

Teaching and Learning

**Equitable,
Culturally Responsive,
Standards-Aligned
Teaching and Learning**

Ensure curriculum is aligned with the state PK-3 standards and is culturally relevant to student needs.

Use PK-3 standards-aligned instructional materials that address language, literacy, math, science, technology, cognitive, and social-emotional learning skills.

Nurture students' sense of belonging and their engagement in the learning process by validating cultural identities and social-emotional needs.

PILLAR 2:

We're in This Together

**Strong, Active
Relationships Among
Families, Schools,
and Community**

Expand community partnerships in the area of Early Learning.

Assure intentional annual implementation of Transitional Kindergarten.

Establish partnerships to increase PK-3 family and community engagement.

PILLAR 3:

Investing in People

**Effective Staff
for Every Student,
Effective Leaders
for Every School**

Ensure all PK- 3 staff are trained and knowledgeable in early childhood education standards and best practices.

Partner with Early Learning providers to align teaching and learning approaches to ensure kindergarten readiness of future YSD students.

Partner with families to provide meaningful learning activities for in-home development to ensure kindergarten readiness of future YSD students.

PILLAR 4:

Bringing the Pieces Together

**Safe, Multicultural
Community for
Learning and
Work Operations**

Seek partnerships and legislative opportunities to access stable Early Learning funding.

Expand and refine recruitment, hiring, and onboarding practices to include criteria for high-quality, culturally competent skills that are sensitive to the needs of the whole child.

Promote the needs and benefits of PK education to families and the community.





EQUITY LENS:

Every student knows, understands, and embraces their own culture, background and learning needs. Each student respects others' diversity and contributions.



All Students: Empowered, Connected, Supported, Resilient, Engaged

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

Provide culturally responsive social-emotional curriculum and safety/well-being support for students and staff.

Implement schoolwide, classroom-based, social-emotional learning, using evidence-based curriculum.

Implement engaging, culturally responsive teaching practices and course offerings that increase rigor and relevance.

Nurture students' sense of belonging and appropriate conduct by validating their social-emotional and cultural identities, and implementing appropriate, asset-based interventions and restorative justice practices.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

Identify and pursue community resources and partnerships to support student, school, and district needs.

Utilize and expand community resources, including the use of school-based clinics, that offer guidance and support regarding student health and wellness.

Increase access to academic counseling for students and consult/inform families in supporting their students' goals.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

Create more curricular and after-school programs to connect students to each other and their community.

Work to increase the number of support providers including counselors, mental health therapists, and direct-support staff.

Increase development of apprenticeship, internship, and mentoring opportunities with the community.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

Elicit and value student voice by creating a diverse student advisory group, representative of secondary schools in the District, to meet quarterly with the Superintendent and School Board.

Provide opportunities annually for staff development around mental health needs, gender issues, and trauma-informed teaching.

Partner with families, the community, and other organizations to create opportunities for students to have meaningful discussions about life beyond the school walls.



EQUITY LENS:
Every student receives access to rigorous, standards-aligned, culturally responsive instruction with targeted feedback, enrichment, intervention, and resources to advocate for self and others.

Equitable Opportunity to Achieve Core Mastery & Critical Thinking

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement inquiry cycles based on clearly defined learning intentions and success criteria.
- Identify individual learning needs to support academic success and growth towards mastery and beyond through collaborative conversations between students and teachers.
- Ensure that cross-content teacher teams collaborate on standards alignment and high-leverage instructional strategies to provide every student with coordinated instruction in all classes.
- Implement culturally responsive teaching strategies and practices that increase student voice and ownership in all classrooms.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

- Facilitate student-led conferences that allow all students to share and celebrate their progression of learning.
- Utilize a variety of communication methods with families regarding academic tools and supports for students.
- Foster community partnerships that build understanding of high quality instruction and assessment, and support learning outside the classroom.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

- Engage instructional staff in collaboration to ensure collective efficacy.
- Collaborate with staff, students, families, and community members to increase students' achievement to the level of mastery or beyond.
- Ensure that every classroom implements rigorous, differentiated instruction.



PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

- Develop systems that promote student-centered feedback cycles utilizing a variety of tools (e.g. technology, 1:1 conferencing, etc.).
- Use data to inform and target all student subgroups in schoolwide planning and actions.
- Explore methods to more effectively allocate instructional time to meet student needs.





EQUITY LENS:
Every student, regardless of background, location, or ability level, develops cultural competency and has access to high-quality instruction with curriculum written and delivered in the target languages.

Bilingual, Biliterate by Graduation

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement P-12 English/Spanish two-way dual language program (including: authentic Spanish standards-aligned curriculum, resources, assessments, and MTSS protocols), and explore additional languages to support two-way dual language options in the future.
- Expand world language options to middle school and create pilot schools for a soft-roll-out (for example: after-school programs that provide language-learning opportunities for non dual-language students).
- Create an environment and cultivate mindsets that value language and culture as forms of educational enrichment.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

- Build partnerships and collaborate with local organizations and businesses to give students direct language application and resources.
- Partner with colleges and universities for two-way dual language or bilingual educator teacher certification programs.
- Collaborate with culturally diverse organizations to improve systems of support and provide fair and equitable practices to remove potential barriers to student success.



PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

- Recruit, grow, and develop new and existing teachers and paraeducators with the skills and capacity to effectively implement two-way dual language and world language programs.
- Provide professional learning to develop and sustain a P-12 two-way dual language program that includes teachers, administrators, and paraprofessionals.
- Invest in professional learning for leaders, teachers, and support staff to develop multicultural perspectives.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

- Ensure district-wide collaboration, equitable resources, staffing, materials, and funding to implement two-way dual language and world language programs effectively.
- Create a robust infrastructure to support the successful implementation of a two-way dual language program (e.g. literature materials in English and Spanish, clear guiding principles, and multiple forms of assessment).
- Develop equitable policies that support culturally-sustaining practices, and improve current selection, hiring, and onboarding practices to recruit and retain culturally and linguistically diverse employees.



Persistence Through Graduation and Beyond

EQUITY LENS:
Every student receives inclusive, equitable access and proactive systems of support that guarantee smooth transitions and success in post-secondary endeavors.

PILLAR 1:

Teaching and Learning

Equitable, Culturally Responsive, Standards-Aligned Teaching and Learning

- Implement a systemwide, standardized approach to the vertical progression of culturally responsive teaching and learning that is aligned to the standards, with emphasis on critical transition years.
- Equip students in 6th-9th grades to actively monitor their own grades, growth, and progress in learning.
- Explore career options and align schoolwork with a set of post-secondary goals for all students, beginning in the elementary grades.

PILLAR 2:

We're in This Together

Strong, Active Relationships Among Families, Schools, and Community

- Involve families in critical transitions and provide tools and resources at school, at home, and/or in the workplace.
- Engage family-school-district partnerships to implement a clear and specific vision for student-led conferences, beginning in the critical middle years.
- Using a variety of methods and languages, in accordance with the needs of our families, communicate each student's progress toward college and career readiness through their High School and Beyond Plans.

PILLAR 3:

Investing in People

Effective Staff for Every Student, Effective Leaders for Every School

- Strengthen the practice of Multi-Tiered Systems of Support (MTSS) for academics, behavior, attendance, and restorative practices focusing on critical transitions by providing differentiated professional development to staff.
- Support staff in their growth to increase capacity around strategies for personalized learning in support of multiple pathways for on-time graduation.
- Implement a systemwide school counseling model, based on national standards, with a focus on college and career, social-emotional health, and responsive services.

PILLAR 4:

Bringing the Pieces Together

Safe, Multicultural Community for Learning and Work Operations

- Ensure that school teams review student data with an equity lens to recommend appropriate support for each student's transition from grade-to-grade and school-to-school.
- Engage families, community, higher education, and business partners to develop a network to support every student in the creation, monitoring, and implementation of a High School and Beyond Plan.



Disciplined Implementation

Turning Good Intentions into Strong Results

A results-focused plan is the first step toward accomplishing the aspirational goals outlined in the Strategic Plan. However, without disciplined implementation, the plan will flounder and may not live up to its promise. After you "plan the work," then, you must "work the plan" to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community. The primary responsibility for making sure that everything comes together to produce sustainable results rests primarily with leadership at the Board, Cabinet, district, and school levels.

Performance Fact's proposes a framework that offers step-by-step, calendar-driven approach to disciplined implementation of a strategic plan.



The framework and its associated tools can be customized to support mobilization, alignment, leadership capacity building, and accountability for results at all levels.

Each school or district can utilize its unique set of tools for each step of the process. For example, the "Data Summit" mentioned in the illustration (above) can be replaced by what some districts refer to as "Data Dives" or "Academic Conferences." Similarly, the "Instructional Feedback & Support" is sometimes referred to as a "Learning Walk" or "Classroom Observation." What matters is fidelity to the calendar-driven design of the framework.

By paying consistent attention to disciplined implementation, Yakima schools will be well-positioned to live up to the intentions articulated in the community's goals for student success.

Planning Team Members

Core Planning Team

Candida Alpizar	Parent & Community Volunteer
Maria Elena Alvarez	Parent & Community Volunteer
Pam Ansingh	Executive Director of Elementary Education
Cristina Arellano	Receptionist, La Casa Hogar
Laura Armstrong	Executive Director, La Casa Hogar
Emanuel Barajas	Maintenance & Operations
Maria Berrospe	Parent & Community Volunteer
Andrew Boucher	Student
Pamela Broman	Instructional Facilitator
Ashley Campos	Student
Christina Carlson	Instructional Specialist/Mentor
Rocío Carrión	Executive Director, I AM Empowerment LLC
Jill Ceja	Assistant Principal
Erin Chaplin	Director of Curriculum & Instruction
Kevin Chase	Superintendent, ESD105
Melissa Christianson	Parent
Amber Cliett	Title I Program Manager
Joni Coe	Executive Director of Special Education
Jennifer Coleman	Teacher
Diane Crumrine	Pastor, Yakima Bethel Church of the Nazarene
Rob Darling	Assistant Superintendent for Teaching & Learning
Don Davis, Jr.	Board Member
Rico de La Comb	GM, Yakima Networking
Danielle DeLange	Director of Early Learning
Rachel Dibble	Assessment Specialist
Susan Duffin	Director of Development and Board Relations, Yakima Valley Museum
Clint Endicott	Executive Director of Secondary Education
Andy Ferguson	Pastor, Yakima First Baptist Comunidad Cristiana
Enriqueta Flores	Events & Development Manager, La Casa Hogar & Parent
Heather Flynn	Parent
Tersa Foster	Instructional Facilitator
Bunker Frank	Former state board member/ school board member
Nicole Franson	Director, Yakima Schools Foundation
Danny Frazier	Assistant Director of Special Education
Jesse Gamet	Parent
Tally Garcia	Chief Officer of Bilingual Programs
Adrianne Garner	Director, Henry Beauchamp Community Center
Luis Gomez	Program Associate, Yakima Valley Community Foundation
Cecilia Gonzalez	Early Learning & Parent Education Manager, La Casa Hogar
Guadalupe Gonzalez*	Instructional Facilitator
Heidi Griffin	Instructional Facilitator
Paige Hake	Parent
Laura Harper	Assistant Principal
Shanna Hefner	Parent
Jennifer Henson	Teacher
Amanda Jewell	Executive Director for Student Life
Cheryl Jordan	Assistant Principal
Kerry Kesey	Pastor, Englewood Christian Church
Amber Kinley	Instructional Facilitator
Adam Koenig	Instructional Facilitator
Nancy Leahy	Director, Sunnyside Community Hospital Foundation
Shelby Lockhart-Robins	Director of Math & Science
Maria Lucero	Principal

Ashlee Mandrell	Instructional Facilitator
Juliana Maxwell	Principal
Mary Virginia Maxwell	LMHC, Community Health of Central Washington
Sean McGeeney	Executive Director of P-12 Programs
Steve McKenna	President, Yakima Education Association
Gerardo Mendoza	Parent
Jennifer Mendoza	Parent
Joanne Mendoza	Student
Alita Miller	Instructional Facilitator
Mike or Brook Molina	Parent
Joanie Monroy	Associate Professor, Bilingual Education/ESL, Heritage University
Karla Moran	PAC President & Parent
Jennifer Morales	Wise Therapist, Comprehensive Healthcare
Patti Nagle	Child Welfare Advocate, Division of Child Family Youth Services
Terry Neal	Board Member
Rod Newbrough, Sr.	Parent
Andie Olson	Instructional Facilitator
Amber Ortiz-Diaz	Yakima Valley Site Director, Degrees of Change
Patti Pendergast	Instructional Facilitator
Richard Perez	Regional Director, Junior Achievement of Washington
Carol Perry	Retired, Community Volunteer
Chad Quesnell	Instructional Facilitator
Laura Quintana	Parent & Community Volunteer
Anita Quintana	Interim Director for OSA, PNWU
Angel Ramirez	Parent
Angelica Reyes	Adult Education Program Coordinator, La Casa Hogar
Martha Rice	Board Member
Juan Ruiz	Parent
Sy Ruiz	Restaurateur, Tamales Express
Margarita Sanchez	Parent
Lisa Sargent	Community Engagement Coordinator, The Salvation Army
Giovanni Severino	Community Organizer for Civic Engagement & Advocacy, Latino Community Fund
Becky Shelton	Assistant Principal
Amanda Shipman	Parent
Eric Silvers	Insurance Agent, State Farm
Mike Stone	Instructional Facilitator
Brenda Struthers	Instructional Facilitator
Susie Temple	Community Member/Parent
Aletha Thrush	Instructional Specialist
Gaby Torres	Citizenship Program Associate, La Casa Hogar
Norm Walker	Board Member
Kate Watters	Assistant Principal
Carl Whitney	Instructional Facilitator

Instructional Focus Team Members

Kari Backlund	Assessment Specialist
Molly Beyer	Instructional Specialist
Teresa Blondin	Instructional Facilitator
Pam Broman	Instructional Facilitator
Christina Carlson	Release Mentor
Barbara Cleveland	Teacher on Special Assignment
Maria Chavez Ceja	Instructional Specialist

Jennifer Coleman	Instructional Facilitator
Rachel Dibble	Assessment Specialist
Laurie Dilbeck	Instructional Specialist
Tersa Foster	Instructional Facilitator
Eric Franz	Technical Specialist
Aurelio Garcia	Instructional Technology Facilitator
Guadalupe Gonzalez	Instructional Facilitator
Heidi Griffin	Instructional Facilitator
Collette Heffner	Teacher on Special Assignment
Jennifer Henson (sub)	Instructional Facilitator
Dorothy Howley	Teacher on Special Assignment
Jessica Karstetter	Instructional Facilitator
Amber Kinley	Instructional Facilitator
Adam Koenig	Instructional Facilitator
Caitlin Lindborg	Instructional Facilitator
Ashlee Mandrell	Instructional Facilitator
Blanca Manrique	Instructional Specialist
Gina Marquis	Instructional Facilitator
Jake McCaffrey	Instructional Facilitator
Alita Miller	Instructional Facilitator
Andie Olson	Instructional Facilitator
Patti Pendergast	Instructional Facilitator
Corey Phillips	Teacher on Special Assignment
Carrie Pitts	Instructional Facilitator
Chad Quesnell	Teacher on Special Assignment
Tanya Randolph	Instructional Specialist
Erica Rodriguez	Instructional Facilitator
Raymond (Buddy) Smith	Teacher on Special Assignment
Mike Stone	Instructional Facilitator
Brenda Struthers	Instructional Facilitator
Kelly Stuber	Instructional Facilitator
Aretha Thrush	Instructional Specialist
Carl Whitney	Instructional Facilitator

Interpreter Team

Abigail Vasquez	Nellie Chávez
Yesenia C. Gomez	Humberto González
Esli Comer	José Chávez



Alignment Team Members

Cristina Arellano	Receptionist, La Casa Hogar
Ryan Beckett	Realtor & Parent
Jedean Corpron	Vice President, PayneWest Insurance
Chris Corry	State Representative
Rob Darling	Assistant Superintendent (YSD)
Dennis Dean	Architect, KDA Architecture
Duff DeWitt	Teacher (YSD)
Leif Ergeson	Exec. Dir., Virginia Mason Memorial
Kirsten Fitterer	Chief Communications Officer (YSD)
Trevor Greene	Superintendent (YSD)
Scott Izutsu	Associate Superintendent (YSD)
Sydney John	Assistant Principal (YSD)
Wayne Nelson	Realtor and Retired Teacher
Berenice Ponce	Board Member (YSD)
Omar Santoy	Assistant Director (YSD)
Keila Scott	Legal Assistant to Gregory L. Scott
Priscilla Trevino	Account Manager, The Field Group
Graciela Villanueva	Board Member (YSD)

Student Voice Team

- 5th grade students at Garfield Elementary School
- 6th, 7th, and 8th grade students at Lewis & Clark Middle School
- 11th and 12th grade Leadership students and Link Crew leaders at Davis High School
- Leadership students at Eisenhower High School
- A diverse representation of students at Stanton Academy

Special thanks to:



Glossary

Term	Definition
Acceleration	Instructional strategies used to advance the learning progress of students who are struggling academically or have fallen behind.
Billiterate	To read and write proficiently in two languages.
Cognitive	Related to thinking, reasoning, and memory.
Critical transitions	Points in a student's education where they move from one key grade-level/experience to the next, such as Elementary to Middle or Middle to High School.
Culturally responsive practices	Teaching practices that recognize the importance of including students' cultural references in all aspects of their learning.
Two-Way Dual Language Program	An academic program that is taught in two languages.
Equitable	The act of being fair and ensuring that every student has what they need to be successful.
Evidence-based curriculum	Classroom curriculum that takes into account educational research about how students learn best.
Growth mindset	The belief that all abilities can be developed through hard work and dedication.
High School and Beyond Plans	A personalized plan (required for all students in the state of Washington) that helps students set, visualize, and work to achieve their goals in high school and beyond.
Inquiry cycles	A process whereby teams implement their plan in 6- to 12-week time periods for the purpose of continuous improvement and disciplined implementation of their school improvement plan.
Internship	A short-term job that allows students to gain hands-on experience in a specific industry.
Linguistically diverse	Reading, writing, and speaking in languages that are not English.
MTSS	MTSS, or Multi-Tiered Systems of Support, is a framework that aligns academic, behavioral, and social-emotional learning services for all students.
Pedagogy	The act of and approach to teaching in a classroom.
Resilience	Being able to persist through challenges.
Social-emotional learning	Teaching that supports students to understand and manage emotions, set positive goals, show empathy for others, establish positive relationships, and make responsible decisions.
Standards-aligned teaching	Classroom instruction that is based on students demonstrating mastery of the knowledge and skills they are expected to learn based on the state learning standards/expectations.
Trauma-informed teaching	Instruction that takes into account the needs of students who have experienced trauma by creating a safe and consistent environment with clear behavior expectations for everyone, open communication, and sensitivity to the feelings/emotions of others.
Vertical progression	Purposeful sequencing of teaching and learning expectations across multiple grade levels.



Yakima
SCHOOL DISTRICT

District Profile

The Yakima School District is located primarily within the boundaries of the City of Yakima. Serving a diverse population of nearly 16,000 students, Yakima is the 20th largest district in Washington, the fourth largest in Eastern Washington, and the 2nd largest Latino-majority district in the state.

One size does not fit all, especially when it comes to education. Every elementary school in the District provides full-day, daily kindergarten classes; International Baccalaureate and Advanced Placement programs at two high schools attract students from out-of-district; an already strong vocational program is growing every day with a state-of-the-art skills center; and alternative offerings include Stanton Academy, Yakima Online! and various satellite programs.

View our OSPI report card for more information about our district and schools: tinyurl.com/YSDReportCard



Board of Directors

Raymond Navarro, Jr. (President)
Graciela Villanueva (Vice-President)
Martha Rice
Don Davis
Norm Walker

Trevor Greene, Superintendent of Schools



16,406 Students Enrolled

0.9%	American Indian/Alaskan Native
0.4%	Asian
0.5%	Black/African American
79.5%	Hispanic/Latino
0.1%	Native Hawaiian/Other Pacific Islander
2.4%	Two or More Races
16.2%	White

31%	English Learners
82%	Free or Reduced Lunch
16%	Students with Disabilities



24 Schools

14	Elementary Schools
5	Middle Schools
5	High Schools

935 Teachers

121	National Board Certified Teachers
53%	Have a Masters Degree or Higher

YSD7.ORG

-  Facebook: @YakimaSD
 Twitter: @YakimaSchools
 Instagram: @YakimaSchools



Yakima School District
104 N 4th Avenue, Yakima, Washington 98902



Live to Learn, Learn to Live

Strategic Plan

2023-2028 | HIGHLIGHTS OF RECOMMENDATIONS

#PPSFocusForward2028

OUR PROMISE:

We promise to prepare all of our students to lead lives of joy and purpose as knowledgeable, creative and compassionate citizens of a global society.

Structure of Our Strategic Plan

Portrait of a Princeton Public Schools Graduate

Pg. 3

The *Portrait* is our community's articulation of the qualities and attributes of a graduate from our high school. It expresses what Princeton PPS graduates need to know, be able to do, and embody.

Goals, Measures, & Excellence Targets

Pg. 4 - 8

Our aspirational *Goals*, and the corresponding *Measures* of student progress, are statements of our collective commitment to learning, growth, and success for every student, regardless of their background or circumstance. The *Goals* are the “ends” we seek for all students.

The *Excellence Targets* are specific performance benchmarks we are aiming at during the 5-year span of this strategic plan.

Four Pillars

Pg. 9

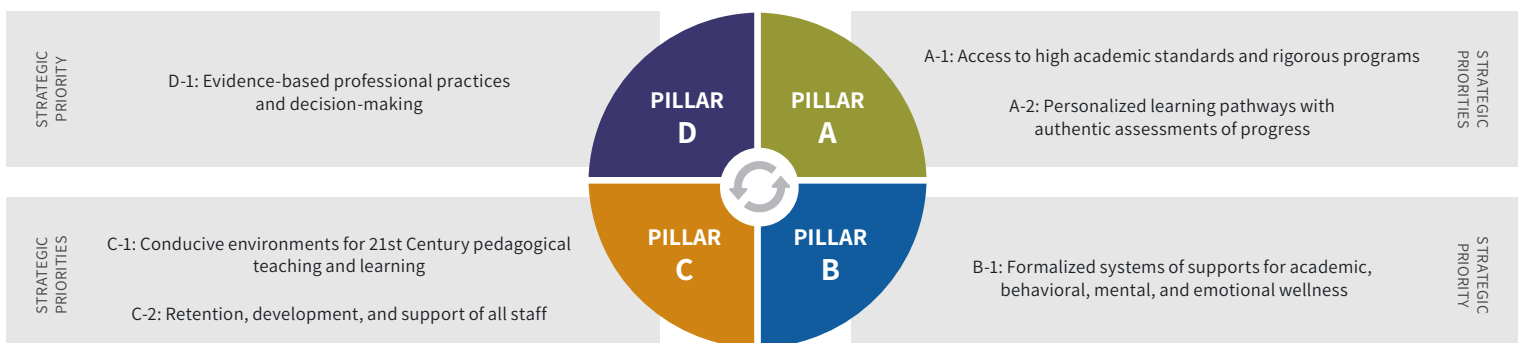
Our *Four Pillars* describe the capabilities we must develop to accomplish our goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work. As building blocks, all four *Pillars* are essential to the accomplishment of each *Goal* (see graphic below).

Strategic Priorities & Key Actions

Pg. 10 - 11

The *Strategic Priorities*, and the *Key Actions* associated with them, are the targeted solutions and structures that facilitate accomplishment of the goals for student success. They are the “means” to the ends. Together, they constitute our “blueprint for action,” aligned to the *Four Pillars*.

Each Pillar Contributes to the Success of Each Goal



Portrait of a Princeton Public Schools Graduate

Critical Thinker

- ▶ assesses underlying causes
- ▶ finds, evaluates and employs relevant evidence
- ▶ determines the validity of claims and analyzes sources
- ▶ builds reasoned arguments



Informed & Involved Global Citizen

- ▶ values diversity of all kinds (language, racial, religious, gender, sexuality, ability, class) and fosters inclusion
- ▶ makes ethical and fair choices/acts with integrity
- ▶ develops global awareness and civic responsibility
- ▶ takes action to positively impact community



Curious Learner

- ▶ embodies a growth mindset
- ▶ develops personal passions and interests
- ▶ remains open to new possibilities
- ▶ persists in the face of obstacles



Health & Wellness Advocate

- ▶ makes personal decisions that promote wellbeing
- ▶ identifies and appreciates personal strengths and exhibits confidence and belief in self
- ▶ employs tools and practices to manage emotions
- ▶ uses agency and self-advocacy to express needs



Collaborative Communicator

- ▶ listens actively to understand different points of view
- ▶ communicates responsibly in multiple modalities
- ▶ organizes and expresses information clearly
- ▶ works with diverse teams
- ▶ values the contributions of others



Creative Innovator

- ▶ looks at a problem from multiple perspectives
- ▶ thinks expansively and considers what isn't possible yet
- ▶ applies imagination to solve complex problems and innovates solutions



GOAL 1

Focus on Early Years: Age 3 to Grade 3

GOALS, MEASURES, AND EXCELLENCE TARGETS



Every student will build solid foundational literacies through purposeful play, inquiry-based learning, and targeted instruction.

MEASURES OF STUDENT PROGRESS

- A. Student progress on key developmental criteria: attention skills, self-regulation, executive functioning, creativity, risk-taking, and problem solving.
- B. Student access to comprehensive early-interventions and supports.
- C. Student growth and achievement in literacy and numeracy.

2027 EXCELLENCE TARGETS

- ▶ At least 16 out of every 20 students (80%) will meet/exceed proficiency standards in **Literacy** by the end of Grade 3.
- ▶ At least 17 out of every 20 students (85%) will meet/exceed proficiency standards in **Numeracy** by the end of Grade 3.

BASELINE DATA

NJSLA Grade 3 › 2021 - 2022

English Language Arts

67% meeting or exceeding

Math

73% meeting or exceeding



Wellness, Inclusion and Supports for All



Every student will be known, connected, engaged, and supported, and will encounter fair, affirming schooling experiences at every stage.

MEASURES OF STUDENT PROGRESS

- A. Student perception of safety, inclusion, nurturing environment, and meaningful relationship with at least one adult at school.
- B. Student perception of fair, restorative and equitable discipline practices.
- C. Student perception of timely access to supports for emotional, behavioral, mental, and physical wellness.

2027 EXCELLENCE TARGETS

- a. At least 92% of students “Agree/Strongly Agree” with, **“I feel safe and a sense of belonging at school.”**
- b. At least 70% of students “Agree/Strongly Agree” with, **“I feel included and engaged in my classes.”**
- c. At least 90% of students “Agree/Strongly Agree” with, **“I have a meaningful relationship with at least one adult at school.”**
- d. At least 80% of students “Agree/Strongly Agree” with, **“I experience fair, restorative, and equitable treatment regarding discipline.”**

BASELINE DATA

Student Voice Survey › Spring 2022

Percentage of students that answered “Agree/Strongly Agree”

	Elementary Schools	Princeton Middle School	Princeton High School
a. My school is a welcoming and safe place to be.	82.4%	65.3%	65.6%
b. I usually look forward to going to my classes.	46.6%	35.4%	33.9%
c. When something is really bothering me, there is at least one adult in the school I can go to talk about the problem.	67.9%	56.2%	52.6%
d. Adults in the school treat students fairly.	73.3%	59.8%	51.1%

Opportunity and Achievement for All



Every student will have access to challenging academic programs and will demonstrate achievement of rigorous standards with intellectual integrity.

MEASURES OF STUDENT PROGRESS

- A. Student engagement in academic goal-setting, self-reflection, and feedback.
- B. Student growth and proficiency in all academic subjects.
- C. Student enrollment and achievement in advanced academic courses.

2027 EXCELLENCE TARGETS

- ▶ At least 90% of all students will meet/exceed New Jersey proficiency standards in **English Language Arts**.
- ▶ At least 85% of all students will meet/exceed New Jersey proficiency standards in **Mathematics**.
- ▶ At least 70% of all students will meet/exceed New Jersey proficiency standards in **Science**.
- ▶ At least 90% of all students are enrolled in and pass **accelerated or advanced academic courses**.
- ▶ At least TBD of all students participate in at least one **extracurricular/co-curricular activity**.



GOAL 3 BASELINE DATA

NJSLA All Students › 2021 – 2022

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED*	F/RL**
ELA/Language	75%	84%	51%	49%	85%	82%	40%	34%
Mathematics	61%	80%	25%	33%	78%	65%	28%	18%
Science	52%	65%	30%	21%	56%	58%	23%	13%

*Special Education **Free/Reduced-Price Lunch

Grade 9 - 12 Students Enrolled in Accelerated, Advanced and AP Courses 2021-2022

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED*	F/RL**
Enrolled	70.8%	86.5%	36.6%	37.2%	74.2%	72.0%	20.6%	35.8%

*Special Education **Free/Reduced-Price Lunch



Preparation for a Meaningful Life Beyond PPS



Every student will successfully navigate school transitions and will build the foundation to thrive in the postsecondary pathway of their choice and design.

MEASURES OF STUDENT PROGRESS

- A. 9th and 10th graders on-track to graduate (based on multiple indicators such as attendance, emotional & mental health, course grades, GPA).
- B. Student progress on the Portrait of a Graduate criteria.
- C. Student engagement in at least one structured community service or extended learning experience (e.g., internships, volunteer opportunities).
- D. Student completion of a High School and Beyond Plan aligned to their post-secondary interests.

2027 EXCELLENCE TARGETS

- ▶ All 9th and 10th graders (100%) are **on track to graduate**.
- ▶ Every graduating senior (100%) develops a **personal roadmap** for successful post-high school transition.

BASELINE DATA

Sophomore Students on-track to graduate › Class of 2025

	ALL	ASIAN	AFRICAN AMERICAN	HISPANIC	MULTI-RACIAL	WHITE	SPED	F/RL
On-Track Students	96%	97.2%	87.0%	87.5%	97.5%	97.9%	90%	90.9%

*Special Education **Free/Reduced-Price Lunch

Four Pillars

Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.



PILLAR A

“Teaching
& Learning”

**Culturally
Responsive,
Differentiated
Teaching**

The first pillar focuses on “TEACHING & LEARNING,” the most essential function of our schools. It is aimed at continuous growth for all students through equitable access to effective instruction, supports, and services.



PILLAR B

“Schools Can’t
Do It Alone”

**Culture
of Trust,
Safety and
Support
for All**

The second pillar recognizes that “SCHOOLS CAN’T DO IT ALONE.” It promotes trusting relationships, open communication, and enduring partnerships among staff, families and community.



PILLAR C

“Investing
in People”

**Results-
Focused
Professional
Learning and
Collaboration**

Our third pillar - “INVESTING IN PEOPLE” - addresses how we will attract, develop, and retain talented teachers, leaders, and staff at all levels. It is about results-focused, continuous professional learning.



PILLAR D

“Bringing It
All Together”

**Effective,
Efficient,
and Equitable
Practices,
Processes
and Procedures**

Our fourth pillar is about “BRINGING IT ALL TOGETHER.” It highlights how we will ensure that all levels are aligned to our goals, committed to working as data-informed, high-trust, accountable teams.

Strategic Priorities and Key Actions

PILLAR A

Culturally Responsive, Differentiated Teaching

A-1: Access to high academic standards and rigorous programs

- a. Develop an instructional system aligned to the competencies in the Portrait of a PPS Graduate, ensuring access for every student to guaranteed and viable curricula, multiple forms of assessing student progress, and acquisition of durable/transferable skills (e.g. team building, collaboration).
- b. Expand the number and quality of advanced, rigorous curricula options and formalized supports available to students, including career/technical pathways and vocational options.

A-2: Personalized learning pathways with authentic assessments of progress

- a. Develop data collection and reporting systems that strengthen administrators' and teachers' use of data to guide instructional decisions and collegial conversations at the classroom, school, and district levels.
- b. Implement play/problem-based, student-directed learning experiences in our early grades (PreK – Grade 3).
- c. Implement early universal screening tools (PreK – Grade 2) to identify academic needs and provide early intervention supports in math and reading.
- d. Ensure that every high school student has a personalized learning pathway, developed in partnership with the student, family/caregiver, and their school counselor/teachers, including: a formal goal-setting process at the beginning of high school, periodic progress update during high school, and a senior year reflection on accomplishment and challenges.
- e. Offer Grade 9– 12 students multiple pathways for learning based on each student's preferences (for example, Advanced Placement courses, Career and Technical Education pathways).
- f. Implement an assessment system and innovative grading practices that enable students to demonstrate their learning and growth through multiple modalities.
- g. Provide targeted, on-demand tutoring and accelerated intervention options for all students, designed to close learning gaps quickly so that students can remain on-track to successful completion.

PILLAR B

Culture of Trust, Safety and Support for All

B-1: Formalized systems of supports for academic, behavioral, mental, and emotional wellness

- a. Implement a consistent Multi-Tiered System of Supports (MTSS)+Intervention process, including screening and early identification of students, matching intervention to student needs, timely progress monitoring, and evidence-based adjustment of professional practices with student academic and social-emotional goals.
- b. Know the strengths and needs of each student and provide timely supports and adequate resources to aid the student and their teachers.
- c. Create safe and kind spaces where students feel seen, heard, and respected.
- d. Promote the idea of student wellness as community work and collective care-taking supported by alignment/integration of services and resources across multiple agencies that support youth and families.
- e. Develop small teams/cohorts of students to engage in peer-to-peer mentoring, advocacy, and self-efficacy regarding academic success and social-emotional wellness.

Strategic Priorities and Key Actions

PILLAR C

Results-Focused Professional Learning and Collaboration

C-1: Conducive environments for 21st Century pedagogical teaching and learning

- a. Offer different ways to teach and explore in flexible, interest-based, small group settings.
- b. Cultivate each students' sense of belonging through culturally inclusive experiences that enable all students to "see" themselves and their peers reflected in the curriculum.
- c. Build inclusive and supportive classrooms through the implementation of Social/Emotional Learning programs.

C-2: Retention, development, and support of all staff

- a. Provide ongoing, reflective professional learning opportunities for all staff regarding equity, access, and inclusive practices that support our diverse community.
- b. Increase targeted outreach to teacher-development institutions that produce highly-qualified pools of teachers and staff, and institute support structures that will enhance the attraction and retention of teachers and staff who produce student learning gains of our diverse student body.
- c. Increase partnership with area colleges and universities, focused on capacity-building (people, structures, processes) related to specific PPS performance benchmarks articulated in this strategic plan.

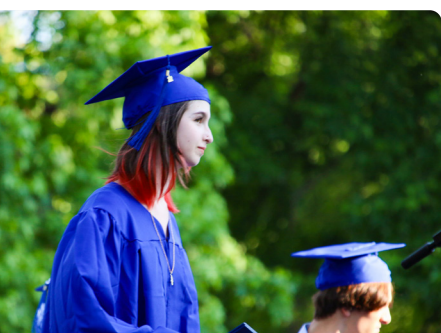
PILLAR D

Effective, Efficient, and Equitable Practices, Processes and Procedures

D-1: Evidence-based professional practices and decision-making

- a. Implement data-informed cycles of inquiry, including scheduled time for educators to reflect on their professional practices based on data about student academic and social-emotional progress.
- b. Promote mission-driven planning, public reporting, and accountability through: (i) clear performance targets and results-focused improvement plan for each school and district-level units; (ii) public reporting dashboard to share school and district progress at least three times per year; and (iii) school-level and district-based ceremonies to celebrate the accomplishments of staff and students at least twice during the school year.





3,631 Students Enrolled

(2021-2022 SY)

21.6% Asian

5.9% Black or African American

15.5% Hispanic or Latino

8.2% Multiracial

49% White

3.7% English Language Learners

12% Low-income

15.9% Students with Disabilities

Our Schools

Community Park Elementary School

Johnson Park Elementary School

Littlebrook Elementary School

Riverside Elementary School

Princeton Middle School

Princeton High School

Superintendent Dr. Carol Kelley

2023 Board of Education

Dafna Kendal
President

Betsy Kalber Baglio
Vice President

Members

Beth Behrend

Mara Franceschi

Debbie Bronfeld

Susan Kanter

Rob Christopher

Brian McDonald

Jean Durbin

Michele Tuck-Ponder

Alt for alle barn.

Norwegian



kwən'áŋəətən'
cə ʔuʔxén' cə
s'əyéʔəqʔ ʔaʔ
cə ʔuʔxén'
tɪnɪŋət..

S'Klallam

tiḵ iḵ dx^w tiḵ
bəḵ^w wiḵsu

Lushootseed



Todo para todos
los estudiantes.

Spanish

All in for All Students



North Kitsap
School District

Strategic Plan

Adopted June 2019 62

All in for All Students

Strategic Plan

Adopted June 2019

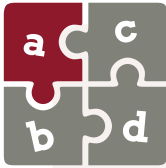
Our Vision

Every NKSD student is a confident, competent, creative and compassionate person who is prepared for a world yet to be imagined.

Our Mission

We foster a safe, collaborative, and intentional learning environment where each student is known by name, strength, and need.

Pillar



Accountable, Culturally Responsive Teaching and Learning

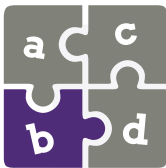
Pillar Focus: Effective instruction for all students.

Through our Signature Strategies, we will:

- A.1 Provide every student with equitable access to a standards-aligned instructional system.
- A.2 Strengthen opportunities for successful learning through student-centered engagement.



Pillar



Strong Relationships with Families and Community

Pillar Focus: Schools can't do it alone.

Through our Signature Strategies, we will:

- B.1 Strengthen parent and community participation through open communication and partnerships.
- B.2 Connect each student with a mentor/advocate and provide work-based learning opportunities.



Goal #1: Early

Building a B

Every student will develop persistence, social-emotional skills, and academic skills for



Prepared for Life, Career, and College

Every student will successfully navigate the critical transitions in their schooling and will graduate from high school ready for life, career, college, and productive post-secondary experiences.

Goal #4: Future-Ready Graduates

q'u?cut ti

Colaboración

Collabo



Equitable Access

Every student will meet rigorous standards, fair and effective discipline, and to facilitate successful

Goal #3: Success

Collaboration is the bedrock of our Strategic Plan. By engaging all stakeholders in authentic ways, we will transform our community's good intentions into stronger outcomes for all students.

Our **Goals for Student Success** clarify our aspirations for our students. They express our commitment to each student's learning, growth, and success ... from "crayons to career."

Our Core Values

- » We are all in for all students.
- » We model extraordinary care through our words and deeds.
- » We foster high expectations, continuous growth, and high achievement for everyone.
- » We celebrate our diversity, we embrace inclusion, and we respect our local heritage.
- » There is no limit to "better."



Foundations

Right Future

Develop intellectual curiosity,
cultural and cultural awareness,
and continue success.

Samarbeid



Embraced, Empowered, Resilient, Critical Thinkers

Every student will become an active learner and critical thinker, and will develop the self-discipline for peaceful and productive participation in class, school and community.

Goal #2: Whole Child

oration



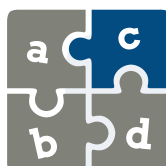
and Opportunity

Academic standards, experience
and receive timely supports
and outcomes.

teyriti

s for All Students

Pillar



Safe, Trusting Climate for Learning and Work

Pillar Focus: Managing the whole.

Through our Signature Strategies, we will:

- C.1 Nurture a climate of trust, mutual respect, fair and equitable treatment, and open communication.
- C.2 Enhance the physical, social-emotional, and academic well-being of students and adults.



Pillar



Effective, Caring Teachers, Leaders, and Staff for Every Student

Pillar Focus: Investing in people.

Through our Signature Strategies, we will:

- D.1 Attract, develop, and retain a diverse, talented workforce.
- D.2 Strengthen knowledge, skills, and effectiveness of our staff through continuous professional development and support.



The **Four Pillars** are the building blocks of our work; they provide a coherent framework for implementation. The Pillars define the capabilities we must develop to ensure effective instruction and an empowering infrastructure.

The **Signature Strategies** are specific high-leverage programs, processes, and initiatives we must implement well and monitor continuously to achieve our goals. The Signature Strategies are aligned to our Four Pillars.

North Kitsap School District

The North Kitsap School District's Strategic Plan is a reaffirmation of our community's long-standing commitment to all students.



Successful implementation of the plan depends on all of us remaining **All in for All Students**.

Dr. Lauryann Evans, *Superintendent*

Board of Directors:

District 1: **Rick Eckert**, *Vice President*

District 2: **Jim Almond**

District 3: **Beth Worthington**

District 4: **Glen Robbins**

District 5: **Cindy Webster-Martinson**, *President*

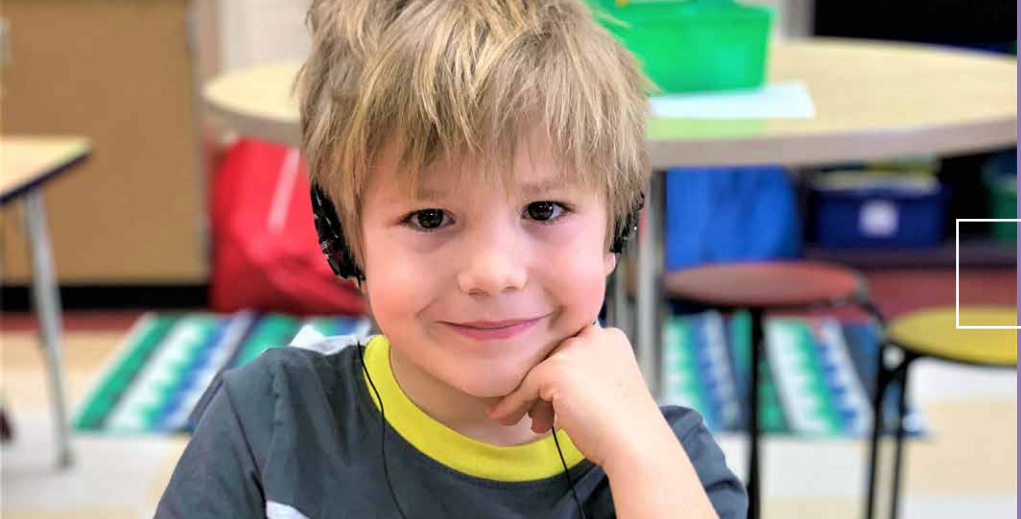
5,700 Students

- » 4.4% American Indian/Alaskan Native
- » 3% Asian
- » 0.9% Black
- » 14.3% Hispanic/Latino
- » 0.4% Native Hawaiian/Other Pacific Islander
- » 11.4% Two or More Races
- » 65.5% White
- » 35% Low Income
- » 15.4% Students with Disabilities
- » 4% English Language Learners
- » 11.0% Military Families

11 Schools

- » 6 Elementary Schools
- » 2 Middle Schools
- » 2 High Schools
- » 1 Choice Academy



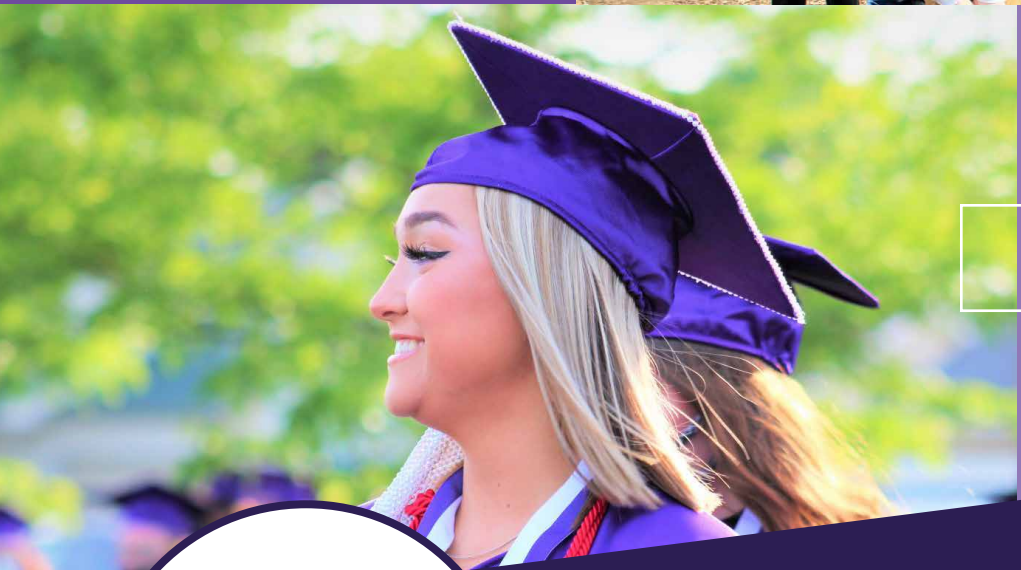


PASSPORT

TO



TOMORROW



MAY 2021

MIDDLETOWN CITY SCHOOL DISTRICT

Strategic Vision

2021 - 2027

Middletown, Ohio

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Message from the Superintendent



Marlon Styles, Jr.

In Middletown City School District, our **Mission** is to provide the conditions and experiences that will propel each student to lifelong success.

We have made some progress in the quality and effectiveness of the educational services available to our students. However, we recognize that we haven't gone as far as we need to for every student. Not yet.

Our Strategic Vision is the expression of our recommitment to our Mission. The plan places **equity at the center**: it challenges us to provide each student with equitable access to opportunities and resources they need so that they achieve equal outcomes.

The Strategic Vision is an outgrowth of a collaborative venture among Middletown City stakeholders. The planning teams included parents and community representatives, students and teachers, school Board members and district-level leadership, business community and local government representatives. Successful implementation of the plan rests on the continuation of the partnership among these diverse stakeholders.

Each day that I spend with our students and staff reminds me of why I do this work. The success of our school system will shape our community for years to come. What we do matters and it has the potential to transform our lives, individually and collectively.

I am convinced that we - together - can make a difference. Our Strategic Vision offers a clear direction, sets audacious goals for student learning and success, and presents a roadmap for the journey.

We have big dreams for every student. And we are ready to rise.

Go Middies!

A Peek at Student Achievement in MCSD

Number of Students Proficient Out of Every 20

ALL STUDENTS	ELA	MATH
Amanda Elementary	8 (39%)	7 (37%)
Central Academy	11 (54%)	10 (50%)
Creekview Elementary	10 (50%)	9 (47%)
Highview 6th Grade Center	8 (41%)	8 (39%)
Mayfield Elementary	10 (51%)	11 (56%)
Middletown High School	9 (47%)	6 (31%)
Middletown Middle School	8 (42%)	7 (33%)
Miller Ridge Elementary	13 (67%)	14 (69%)
Rosa Parks Elementary	6 (31%)	6 (31%)
Wildwood Elementary	9 (46%)	9 (46%)

INDICATOR/MEASURE	BLACKS STUDENTS	HISPANIC STUDENTS	WHITE STUDENTS
Discipline Incidents			
As a % of all students	18.8%	14.6%	53.6%
As a % of all discipline incidents	34.9%	10.2%	35.8%
Disproportionality Index	1.85	0.70	0.67
Met Standards on State Tests (# Out of Every 20 Students)			
English Language Arts - Grade 3	7	7	9
Mathematics - Grade 3	6	6	9
Algebra	6	6	13
Biology	8	7	12
English	4	na	9
4-Year HS Graduation Rate	91.3%	86.8%	91.0%
Dropout Rate	1.5%	1.8%	4.8%
Student Voice			
I can learn in my class if I try hard enough	77.9%	77.9%	88.3%
My teachers treat me with respect	90.9%	90.9%	94.1%
My teachers make sure I am learning	93.4%	93.4%	94.1%
My teachers expect me to try my best	93.3%	93.3%	95.1%
The materials/ books we use in class include pictures/ examples of a diversity of people	72.8%	72.8%	69%
I feel emotionally safe at school	48.7%	60.2%	43.6%

1. About Our Students

MIDDLETOWN CITY SCHOOL DISTRICT is a Pre-Kindergarten-to-Grade 12 school district in Butler County, Ohio. During the 2020-2021 school year, the district enrolled approximately 5,800 students in its 10 schools: 7 elementary schools, one 6th grade center, one middle school, and one high school.

Middletown City serves a racially/ethnically diverse student population.

- About 4 out of every 20 students (18.8%) are *Black/African American*
- About 3 out of every 20 students (14.7%) are *Hispanic/Latino*
- About 3 out of every 20 students (12.8%) are *Multi-racial*
- About 11 out of every 20 students (53.2%) are *White*
- All other races/ethnicities added up to less than 1% of students

Profile of Our Students

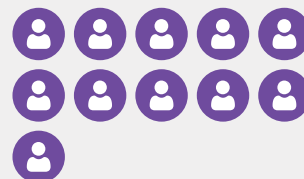
OUT OF EVERY 20 STUDENTS...



4 Black/African American



3 Hispanic/Latino



11 White



3 Two or More Races

Furthermore, our student diversity is reflected by other indicators.

- English language learners account for 7.2% of all students
- Students with Disabilities (SWD) account for 19.0% of all the students
- Our entire district qualifies for free-/reduced-price meals, an indicator of high levels of students from low-income families

OUT OF EVERY 20 STUDENTS, ABOUT...



4 Students with Disabilities



2 English Learners



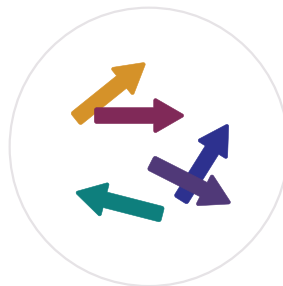
20 Low-Income/Free or Reduced-price Meal

2. The Strategic Planning Process

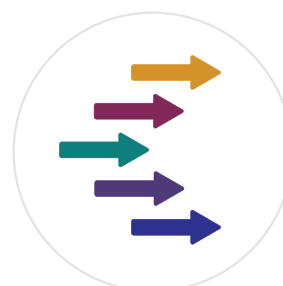
2.1 The Power of Alignment

A primary purpose of planning is to facilitate unity of purpose, or alignment. Alignment is the process of reaching mutual understanding about common goals. It gives shared meaning to the work of the school or school district, thereby enabling successful accomplishment of the goals of the organization.

MISALIGNMENT



ALIGNMENT



To be effective, the alignment process must proactively seek out and embrace the diverse voices of the organization's stakeholders. If we want all stakeholders to be committed to and be meaningfully engaged in the *implementation* of the plan, it is wise to involve each stakeholder in the *development* of the plan itself.

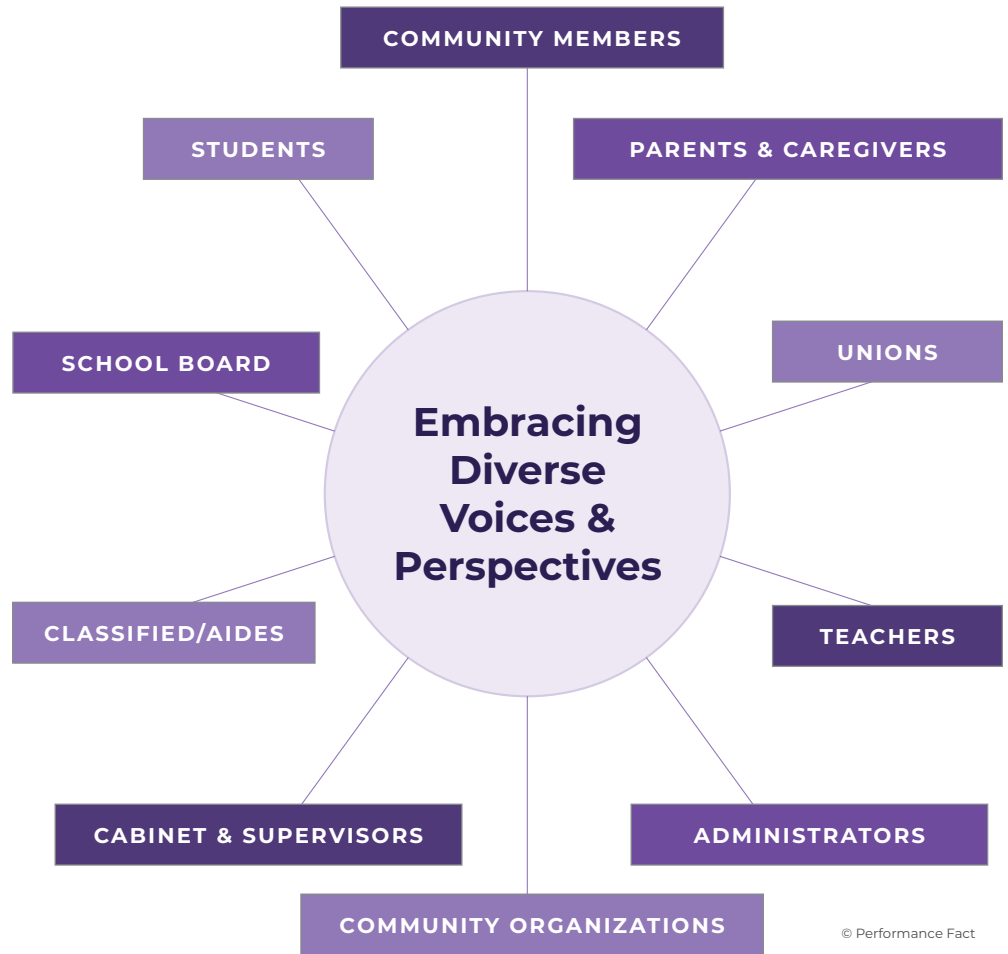
2.2 Embracing Diverse Voices & Perspectives

Superintendent of Schools, Mr. Marlon Styles, Jr., and the Board set *alignment* as one of the guiding principles for the District's months-long strategic planning process. The process was designed and facilitated by Performance Fact, Inc., led by the organization's President/CEO, Mr. Mutiu Fagbayi. Performance Fact's strategic planning process utilized a series of stakeholder-teams to guide the development of a strategic alignment plan that embraced the community's diverse voices.

- A **Core Planning Team** (CPT) of approximately 25 people served as the focal point for the deliberation. The members of the CPT included parents, teachers, students, school and district leaders, Board members, business and local government representatives, and community members. The Core Planning Team met six times between March - April, 2021. The CPT served as the "integrators" of all the input from the diverse stakeholders whose ideas and feedback were solicited throughout the planning process.
- Two **Student Voice** sessions gathered input from students in Grades 3-12 during January 2021. One session focused on elementary school pupils; the second session lifted up the voices of secondary school students. Furthermore, over 1500 students in Grades 3-12 completed online surveys, whose findings complemented the feedback from the two focus group conversations.
- The **Board of Education** participated in four review sessions between January - May 2021. The Board's commitment to the process was evidenced by participation of individual Board members on the planning team and the consistent support and encouragement of the Board as a collective. Along with the Superintendent, the Board consistently reinforced the importance of equity as an overarching principle.
- The **Superintendent and Leadership Team** met with Performance Fact facilitators nine times between October 2020 and May 2021. Those

2.2 Embracing Diverse Voices & Perspectives (Continued.)

meetings provided umbrella coordination of the entire project and an ongoing “reality check.” Furthermore, the meetings served as a forum to align related district efforts, including the system-wide Culture Audit conducted by Make It Plain Consulting LLC, based in Cincinnati, Ohio, as well as internally-led efforts to develop the *Ready Now Certificate* and the portrait of a Middletown City graduate, titled *Passport to Tomorrow*.



© Performance Fact



2. THE STRATEGIC PLANNING PROCESS

Planning Team Members

Core Planning

Mary Begovic Johnson	<i>Parent</i>
Randy Bertram	<i>Treasurer</i>
Chloe Edling	<i>Teacher</i>
Nicole Fisher	<i>Teacher</i>
Beth Hendricks	<i>Principal</i>
Belon Hill	<i>Parent</i>
Deborah Houser	<i>Senior Director of HR</i>
Meagan Hurley	<i>Parent</i>
Michelle Hurr	<i>Teacher</i>
Tommie Lewis	<i>Consultant</i>
Joseph Manning	<i>Teacher</i>
Adam Mowrey	<i>Coordinator</i>
Cathie Mulligan	<i>Board Member</i>
Michelle Novak	<i>Board Member</i>
Michelle Puckett	<i>Teacher</i>
Samantha Spivey	<i>Parent</i>
Sarah Stanforth	<i>Teacher</i>
Marlon Styles	<i>Superintendent</i>
Patricia Thigpen	<i>Parent</i>
Margaret Wilson-Grubbs	<i>Parent</i>
Charles Yager	<i>Parent</i>

Passport to Tomorrow

John Carrol	<i>Student</i>
Cathy Dunn	<i>Business</i>
Terri Elms	<i>Parent</i>
Heather Flack	<i>Parent</i>
Jennifer Gleason	<i>Teacher</i>
Christina Kirby	<i>Teacher</i>
Maria Langendorf	<i>Parent</i>
Juley Lawson	<i>Teacher</i>
Dana Miller	<i>Admin</i>
Jessica Morris	<i>Business</i>

Fran Morrison	<i>Admin</i>
Tracy Neeley	<i>Principal</i>
Amber Rowland	<i>Parent</i>
Jeanna Severt	<i>Business</i>
Joni Sexton	<i>Teacher</i>
Dawn Smith	<i>Parent</i>
Cora Thompson	<i>Teacher</i>
Laura Tiller	<i>Business</i>
Alonda Torres Colon	<i>Student</i>
Chris Urso	<i>Board Member</i>
Mike Valenti	<i>Principal</i>
Gina Wallace	<i>Business</i>
Aisha Winfrey	<i>Teacher</i>

Ready Now Certificate

Kandi Barnes	<i>Parent</i>
Mike Bizzarro	<i>Business</i>
Carmela Cotter	<i>Principal</i>
Ally Doliboa	<i>Business</i>
Kayra Fuster	<i>Teacher</i>
Shannon Goff	<i>Parent</i>
Aubrey Hanson	<i>Teacher</i>
Ellen Hart	<i>Teacher</i>
Jennifer Hayes	<i>Teacher</i>
Jamie Jordan	<i>Business</i>
Brandie Kehl	<i>Teacher</i>
Tal Moon	<i>City Official</i>
Todd Moore	<i>Board Member</i>
Jessica Morris	<i>Business</i>
Jim Palenick	<i>City Manager</i>
Rick Pearce	<i>Chamber</i>
Michelle Peterson	<i>Principal</i>
Courtney Puckett	<i>Teacher</i>
Elizabeth Richardson	<i>Parent</i>

Julie Sayre	<i>Teacher</i>
Anita Scheibert	<i>Board Member</i>
Jeanna Severt	<i>Business</i>
Laura Tiller	<i>Business</i>
Tom Weiser	<i>Admin</i>
Gwendolyn Wells	<i>Parent</i>



2. THE STRATEGIC PLANNING PROCESS

Phases of the Planning Process

In keeping with the emphasis on making every voice count, the seven phases of the planning process engendered authentic engagement of diverse stakeholders, including providing multiple opportunities for stakeholders to stay abreast of and share their perspectives about how the planning process was unfolding. The Superintendent, in particular, made a conscious effort to keep the district's staff and student leaders as well as external stakeholders informed of the development of the strategic vision.

1 ↓	"Is everyone ready to go?"	[Mobilize the community]
2 ↓	"Where are we now ?"	[Assess current state]
3 ↓	"Where are we going next ?"	[Clarify purpose, outcomes and benchmarks]
4 ↓	"Is everyone still with us?"	[Conduct "reality check"]
5 ↓	"How are we going to get there ?"	[Establish building blocks, practices, and strategies]
6 ↓	"Have we aligned resources to the Plan?"	[Allocate resources]
7 ↓	"Do we have a clear pathway for follow-through ?"	[Create implementation roadmap]

As stated earlier, the Core Planning Team, with representation by stakeholder-groups, worked closely with the Performance Fact team to ensure that the process and outcomes of the strategic planning process were responsive to local needs and realities. The Core Planning Team provided a "reality check" throughout all phases of the planning exercise.

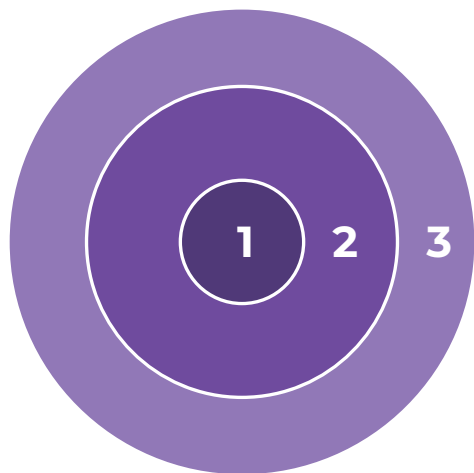


3. Moving Forward as One: Key Recommendations

3.1 Framework of the Strategic Vision

Keeping ends and means in proper sequence is a central idea in equity-centered, results-focused strategic planning. A coherent design is one that positions **outcomes for students** as the single “end” of the school system. All other factors are correctly recognized as “means” to that singular aim.

The Strategic Vision for Middletown City School District consists of three components that ensure alignment of ends and means, and facilitate disciplined implementation of the Strategic Plan.



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1. Student Learning

- A Commitment to Equity
- Vision and Mission
- Passport to Tomorrow
- Goals, Measures, and Equity Priorities

2. Instructional Effectiveness

- Four Pillars
- Professional Practices
- Educational Strategies

3. Empowering Infrastructure

- Mission-focused Supports and Services

Student Learning – the central purpose of the school system – is the focal point of the strategic vision. This strategic vision begins with the ends we seek: a reaffirmation of the district's commitment to equity; an articulation of the qualities and attributes of a high school graduate; a set of four aspirational goals and measures for student success; and our equity priorities for each goal.

All students will learn at high levels when instruction meets their needs. That is why **Instructional Effectiveness** comes next; it is the strongest predictor of student learning, the most effective of all the means available to us. Our strategic vision addresses this component by defining clear professional practices framed around Four Pillars, or building blocks.

Empowering Infrastructure addresses the day-to-day supports and services critical to smooth functioning of the schools. Those structures include educational services, professional and leadership development, parent and community engagement, and results-focused planning and accountability to taxpayers and the community.

3.2 Student Learning

Student Learning is the core purpose of the school system. This component of Middletown City's Strategic Vision includes the following elements:

- A declaration of the district's **Commitment to Equity,**
- A reaffirmation of the district's **Vision and Mission,**
- The ***Passport to Tomorrow***, or community-defined portrait of the qualities and attributes possessed by a Middletown City high school graduate, and
- Four **Goals** and corresponding **Measures of Progress** that articulate the community's aspirations for all students, as well as specific **Equity Priorities** that would ensure success for each student, regardless of their background or circumstance.



On the pages that follow, we highlight the specific recommendations related to the **Student Learning** component of our Strategic Vision.

MIDDLETOWN CITY SCHOOL DISTRICT

A Commitment to Equity

Middletown City School District
is committed to learning, growth, and success
for every student, by name.



We will provide every student with **equitable access**
to the resources and opportunities they need
so that each student learns and achieves,
and acquires and models the qualities and attributes
outlined in our *Passport to Tomorrow*.

We will create and sustain the conditions
for positive, affirming experiences for each student,
to ensure **equal outcomes** for all students.

OUR VISION

Education that Inspires, Unites, and Transforms

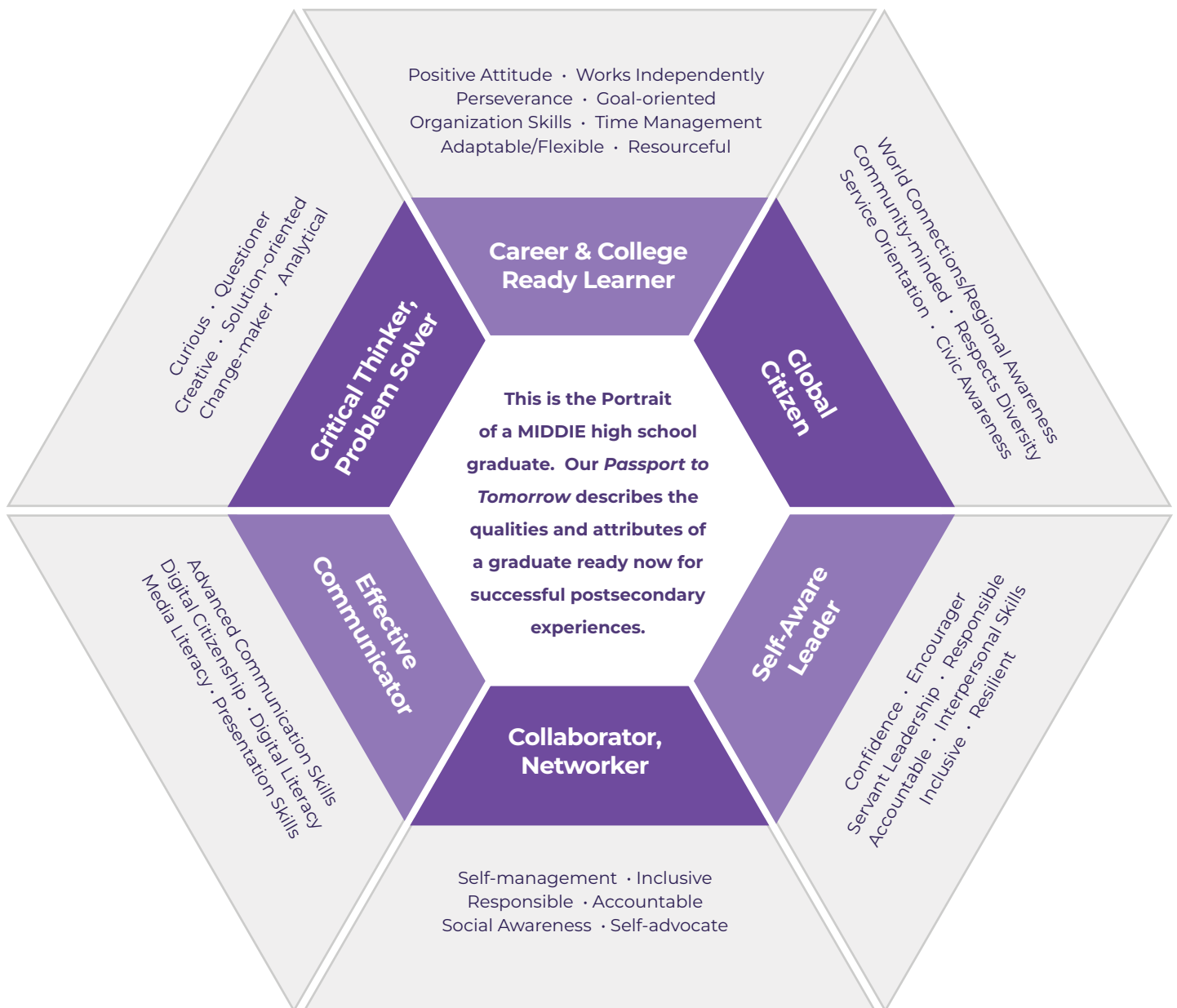
OUR MISSION

Engage each student with challenging and innovative
experiences in a supportive environment, propelling
them to lifelong success.



PASSPORT TO TOMORROW

Dream Today. Rise Tomorrow.



Goals, Measures, Equity Priorities

Our four aspirational Goals, Measures, and Equity Priorities express our collective commitment to learning, growth, and success for all students, regardless of each student's background or circumstance.

GOAL 1: Success in the Early Years

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in Pre-Kindergarten through the early grades.

EQUITY PRIORITY

- ▶ *ENGLISH LEARNERS (ELL), STUDENTS WITH DISABILITIES (SWD): Growth on standardized tests*
- ▶ *AFRICAN AMERICAN, ELL, LATINX, SWD: Proficiency in Math by Grade 3*

MEASURES OF STUDENT PROGRESS

- A Increased percentage of students in Pre-Kindergarten-to-Grade 3 meeting criteria for social, emotional, physical, and cognitive development
- B Increased percentage of students who demonstrate persistence in problem solving and the ability to take risks in learning
- C Increased percentage of students in each student-subgroup meeting or exceeding standards in English Language Arts (ELA) and Mathematics by the end of Grade 3

GOAL 2: Student Resilience, Engagement, and Voice

Every student will have a *Passport to Tomorrow* plan and an advocate/mentor to keep each student on track to high school graduation and successful post-secondary transition.

EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN, ELL: Eliminate disparity in self-confidence and belief in own ability to learn (self-efficacy)*

MEASURES OF STUDENT PROGRESS

- A Increased percentage of students who have continuous and timely access to an advocate, mentor, or counselor
- B Increased percentage of students participating in at least one schoolwide project, civic action or extra-curricular activity
- C Increased percentage of students publicly presenting their academic progress, capstone projects, goals, and learning to teachers, families or community members

GOAL 3: Closing Learning Gaps and Eliminating Disproportionalities

Every underperforming student or student-group will progress at a pace that closes the opportunity, learning, and achievement gaps at an accelerated rate, and will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.

EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN: Reduction in discipline rates*
- ▶ *AFRICAN AMERICAN, LATINX: Higher achievement rates in Reading/ELA and Math*
- ▶ *AFRICAN AMERICAN, ELL: Success rates in Algebra*
- ▶ *AFRICAN AMERICAN, LATINX, SWD: Access and success to rigorous coursework*

MEASURES OF STUDENT PROGRESS

- A Reduction of the disproportionalities in student discipline including, but not limited to, suspension and expulsion rates
- B Increased student achievement rates in Reading/ELA and Mathematics
- C Increased access to and success in rigorous courses and college-going coursework for traditionally under-represented student groups

GOAL 4: Readiness for College, Career, & Life

Every student will successfully navigate the critical transitions in their *Passport to Tomorrow* plan, and will graduate from high school ready for enrollment, enlistment, or employment.

EQUITY PRIORITY

- ▶ *AFRICAN AMERICAN, ELL, LATINX, SWD: Completion of college-ready course progression*
- ▶ *AFRICAN AMERICAN, LATINX, SWD: First-time Algebra passing rate*
- ▶ *ELL, SWD: High school graduation rates*

MEASURES OF STUDENT PROGRESS

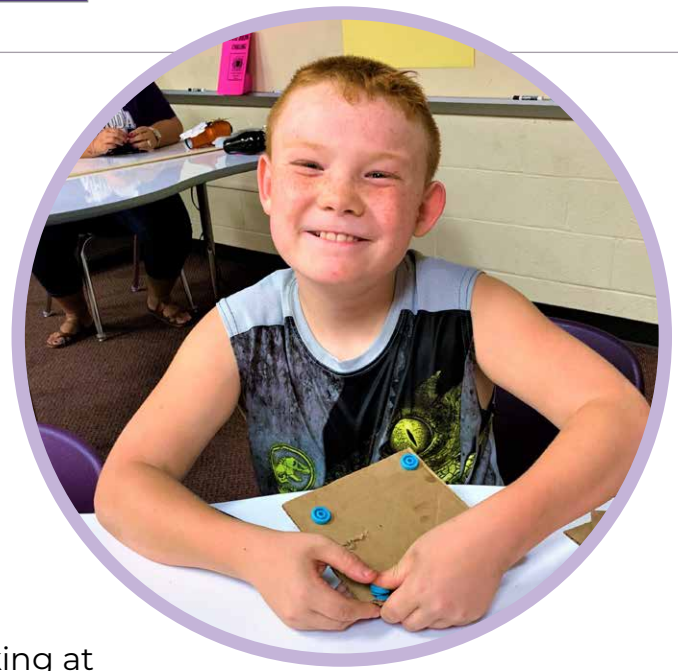
- A Increased percentage of 10th grade students on-track to graduation
- B Increased percentage of students who complete courses and activities based on college and career interests
- C Increased graduation rates
- D Increased percentage of seniors with a *Ready Now* certificate indicating readiness for enrollment, enlistment, or employment

3.3 Instructional Effectiveness

The **Instructional Effectiveness** component recognizes that effective instruction is the strongest predictor of student learning. Instruction is most effective when it is supported by responsive leadership and organizational practices and strategies.

The **Four Pillars** represent the building blocks that frame action and decision making at every level.

The **Professional Practices** are the foundational teaching, leadership, and organizational standards of professional mastery for every practitioner.



The **Educational Strategies** define specific programs and initiatives that we will implement in order to accomplish each student learning Goal we have set.

On the pages that follow, we highlight the specific recommendations related to the **Instructional Effectiveness** component of our Strategic Vision.



Four Pillars

Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision making, and provide a durable frame for organizing and focusing our work.



PILLAR A

"TEACHING & LEARNING"

Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning

Our first Pillar focuses on "teaching & learning."

We will provide all students equitable access to a rigorous, standards-based, and relevant curriculum. We will ensure that our instructional and assessment practices are fair and culturally affirming. And we will offer timely accelerated services to keep each student on-track relative to the meeting academic and behavioral standards.



PILLAR B

"SCHOOLS CAN'T DO IT ALONE"

Safe Culture for Learning and Strong Relationships with Families, Community and Staff

Our second Pillar recognizes that "schools can't do it alone."

We will embrace parents and caregivers as vital partners in a shared mission to educate every student at high levels. We will cultivate a respectful and welcoming, inclusive environment. Furthermore, we will partner with families and community to foster a safe, just, and affirming culture for learning and work.



PILLAR C

"INVESTING IN PEOPLE"

Effective Teacher for Every Student, Effective Leader for Every School

"Investing in people" is the emphasis of our third Pillar.

We will attract, develop, and retain talented and diverse teachers, leaders, and staff. We will maintain clear standards of professional practice and accountability, and will provide continuous learning opportunities for every practitioner, so that – in time – they achieve mastery of their professional standards.



PILLAR D

"MANAGING THE WHOLE"

Results-Focused Culture of Continuous Improvement

Our fourth Pillar is about "managing the whole."

We will promote continuous learning as an ethic at all levels of our school system. We will make decisions based on data, not opinion. And we will ensure that decisions about teaching, learning, leadership, and operations are aligned to the priorities outlined in our Strategic Vision.

Professional Practices for Effective Instruction

All students will learn at high levels when instruction meets their needs. Therefore, as practitioners, we are committed to continuous improvement of our teaching practices, leadership practices, and organizational practices, because they are the preconditions for continuous improvement of student learning.

	PILLAR A: Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning	PILLAR B: Safe Culture for Learning and Strong Relationships with Families, Community and Staff	PILLAR C: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR D: Results-focused Culture of Continuous Improvement
Teaching Practices	<p>T1. Teachers and staff raise expectations, level of rigor, and programming options to ensure success for all students, regardless of cultural background and level of achievement.</p> <p>T2. Teachers and staff use multiple forms of assessment, including interest-driven performance, portfolios, and projects, to determine mastery of the standards.</p>	<p>T3. Teachers, staff, and the <i>Passport to Tomorrow</i> team communicate to students the Success Criteria and a clear process for acquiring the <i>Passport to Tomorrow</i>.</p>	<p>T4. Teachers and staff participate in a continuum of Equity, Diversity, and Inclusion professional learning aligned to the school's improvement plan and the district's strategic priorities.</p>	<p>T5. Teachers and staff regularly use data to improve teaching practices and accelerate student learning, especially for priority student groups.</p>
Leadership Practices	<p>L1. Principal and Leadership Team facilitate school-wide consensus on work that meets standards within and across grade levels and subjects, and use exemplars to guide supports for students.</p> <p>L2. Principal and Leadership Team use school-wide continuous assessments and data tools to develop and implement individualized support plans for each student.</p>	<p>L3. Principal and Leadership Team builds K-12 linkages with community stakeholders to ensure each student has a success plan based on their interests.</p>	<p>L4. Principal and Leadership Team conduct instructional walkthroughs and provide timely feedback and support that facilitates effective instruction.</p>	<p>L5. Principal and Leadership Team provide teacher-friendly summaries of student progress to facilitate continuous adjustment of instructional practices.</p>
Organizational Practices	<p>O1. District Team uses assessment data to monitor the delivery of scaffolded culturally-relevant instruction and the utilization of assessment practices in all subjects.</p>	<p>O2. District and Community promote academic learning and authentic exploration of career, college, and life-ready qualities, aligned to the criteria in the <i>Passport to Tomorrow</i>.</p>	<p>O3. The School/District develops and implements a professional development plan focused on guiding every educator towards professional practices that enable every student to realize their pathway to success.</p>	<p>O4. District Leadership implements assessment protocols that engage the school community in data-informed instructional practices and interest-driven experiences for all students.</p>

GOAL 1

Success in the Early Years

Educational Strategies

Every student will acquire the social/emotional skills, academic curiosity, and cognitive development that will position each student for success in Pre-Kindergarten through the early grades.

EQUITY PRIORITY

- ▶ **ENGLISH LEARNERS (ELL), STUDENTS WITH DISABILITIES (SWD):** Growth on standardized tests
- ▶ **AFRICAN AMERICAN, ELL, LATINX, SWD:** Proficiency in Math by Grade 3

MEASURES OF STUDENT PROGRESS

- A Increased percentage of students in Pre-Kindergarten-to-Grade 3 meeting criteria for social, emotional, physical, and cognitive development
- B Increased percentage of students who demonstrate persistence in problem solving and the ability to take risks in learning
- C Increased percentage of students in each student-subgroup meeting or exceeding standards in English Language Arts (ELA) and Mathematics by the end of Grade 3

EDUCATIONAL STRATEGIES

PILLAR A: Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning	PILLAR B: Safe Culture for Learning and Strong Relationships with Families, Community and Staff	PILLAR C: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR D: Results-focused Culture of Continuous Improvement
<p>G1.A.1 Utilize an appropriate formative and summative assessment system that aligns with the early-grades standards for literacy, numeracy, social-emotional skills, and physical skills, with timely diagnosis to ensure students stay on track for success.</p> <p>G1.A.2 Implement research-based practices that support early literacy and math, and target intervention and supports for under-performing students and struggling schools.</p> <p>G1.A.3 Implement with fidelity a culturally-responsive, standards-aligned, viable curriculum using the Universal Design for Learning (UDL) framework for all core subjects, in every school, and every classroom, and supported by coaching.</p>	<p>G1.B.1 In partnership with families, community organizations, and local government, establish and support Early-Literacy and Numeracy Centers for students in Pre-Kindergarten through Grade 3.</p> <p>G1.B.2 Develop parent leadership through an advisory leadership team to provide ongoing training to parents and caregivers to accelerate Kindergarten readiness skills.</p> <p>G1.B.3 Establish extended learning camps and programming for students to minimize learning loss and accelerate learning gains.</p>	<p>G1.C.1 Provide ongoing professional development regarding developmentally appropriate and research-based instructional practices to support early learners' achievement in literacy, numeracy, social-emotional skills and physical skills.</p> <p>G1.C.2 Institute integrated, culturally-relevant, job-embedded professional learning opportunities to ensure high-quality and responsive student learning from Pre-Kindergarten to Grade 3.</p> <p>G1.C.3 Develop early learning summits to provide opportunities for grade-level and department teacher-teams to collaboratively develop lessons that promote deeper learning competencies in all their students.</p>	<p>G1.D.1 Implement assessment tools to provide feedback on scholar's progress towards individual <i>Passport to Tomorrow</i> plans, social-emotional skills, physical skills, literacy and numeracy performance.</p> <p>G1.D.2 Use data tools at the classroom, school, and district levels to monitor each scholar's literacy and numeracy performance, social-emotional skills, physical skills, and their progress towards individual <i>Passport to Tomorrow</i> plans.</p>

Student Resilience, Engagement, and Voice

Every student will have a *Passport to Tomorrow* plan and an advocate/mentor to keep each student on track to high school graduation and successful post-secondary transition.

EQUITY PRIORITY

- ▶ **AFRICAN AMERICAN, ELL:** Eliminate disparity in self-confidence and belief in own ability to learn (self-efficacy)

MEASURES OF STUDENT PROGRESS

- A Increased percentage of students who have continuous and timely access to an advocate, mentor, or counselor
- B Increased percentage of students participating in at least one schoolwide project, civic action or extra-curricular activity
- C Increased percentage of students publicly presenting their academic progress, capstone projects, goals, and learning to teachers, families or community members

EDUCATIONAL STRATEGIES

PILLAR A: Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning	PILLAR B: Safe Culture for Learning and Strong Relationships with Families, Community and Staff	PILLAR C: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR D: Results-focused Culture of Continuous Improvement
<p>G2.A.1 Design a student-friendly <i>Passport to Tomorrow</i> planning process to enhance student responsibility for and monitoring of their own learning.</p> <p>G2.A.2 Stretch students' interests to find value in new topics and connect learning tasks to students' cultural backgrounds and personal aspirations.</p> <p>G2.A.3 Implement learning pathways based on each student's interests and strengths, and boost student agency and self-direction through culturally-relevant projects, assignments, and instructional work from K-12.</p>	<p>G2.B.1 Develop a mentoring program that engages individual students and mentors in projects that include the demonstration of academic achievement.</p> <p>G2.B.2 Collaborate with staff and students to organize bi-annual Youth Summit that provides leadership opportunities for students to lead peers, staff, and community in conversations about school and district continuous improvement.</p> <p>G2.B.3 Convene bi-annual gathering of the <i>Passport to Tomorrow</i> Team (i.e., student, family, teacher, advocate/mentor, supports) to review the <i>Passport to Tomorrow</i> plan for every student, K-12.</p>	<p>G2.C.1 Provide professional development to strengthen staff knowledge of unintentional bias, its effects on student progress, and provide strategies for dealing with the effects of personal and institutional bias.</p> <p>G2.C.2 Provide opportunities for grade-level and department teacher-teams to collaboratively develop lessons that promote deeper learning competencies in all their students.</p> <p>G2.C.3 Deepen each student's knowledge and skills regarding diversity, equity, and inclusion, and develop their skills and effectiveness as equity-centered learners.</p>	<p>G2.D.1 Implement student-friendly, evidence-based tools to motivate student goal-setting and self-monitoring of own learning, aligned with the Success Criteria for each <i>Passport to Tomorrow</i> competency.</p> <p>G2.D.2 Build and implement a district wide digital Badging system to track the progress of each K-12 student's development across the <i>Passport to Tomorrow</i> competencies.</p>

Closing Learning Gaps and Eliminating Disproportionalities

Every underperforming student or student-group will progress at a pace that closes the opportunity, learning, and achievement gaps at an accelerated rate, and will receive fair and equitable treatment regarding discipline and access to rigorous instructional programs.

EQUITY PRIORITY

- ▶ **AFRICAN AMERICAN:** Reduction in discipline rates
- ▶ **AFRICAN AMERICAN, LATINX:** Higher achievement rates in Reading/ELA and Math
- ▶ **AFRICAN AMERICAN, ELL:** Success rates in Algebra
- ▶ **AFRICAN AMERICAN, LATINX, SWD:** Access and success to rigorous coursework

MEASURES OF STUDENT PROGRESS

- A Reduction of the disproportionalities in student discipline including, but not limited to, suspension and expulsion rates
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EDUCATIONAL STRATEGIES

PILLAR A: Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning	PILLAR B: Safe Culture for Learning and Strong Relationships with Families, Community and Staff	PILLAR C: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR D: Results-focused Culture of Continuous Improvement
<p>G3.A.1 Build and continuously reinforce an intentional culture of high expectations for all students, regardless of their ethnicity, social-economic background, special education or English learner status.</p> <p>G3.A.2 Complete vertical alignment of the K-12 instructional system for Math, to provide coherence among standards, assessments, curriculum, instruction and materials, and intervention.</p> <p>G3.A.3 Utilize students' background and culturally-responsive instructional practices to bridge their mastery of rigorous coursework and college-/career-readiness standards.</p> <p>G3.A.4 Nurture students of color in their sense of belonging and appropriate conduct by validating their social and cultural identities, and by implementing fair discipline models (e.g., Restorative Practices).</p> <p>G3.A.5 Plan and implement culturally-competent lessons utilizing the UDL framework for a viable curriculum in all subjects in every school and every classroom.</p>	<p>G3.B.1 Personalize the journey towards high school completion by providing an advocate/mentor for every student, and empowering each student's personal leadership, academic growth, and social action (e.g., Men of Color, My Brother's Keeper initiatives).</p> <p>G3.B.2 Create opportunities for students of color and students with learning differences to participate in internships, science/math programs, and career experiences that build their creativity and leadership skills.</p>	<p>G3.C.1 Strengthen cultural competence of teachers, leaders and staff through professional development systems focused on effective practices, deeper content knowledge, professional learning communities, and collaborative inquiry.</p> <p>G3.C.2 Build sustainable, district-wide cadre of diverse, highly skilled equity facilitators to train and support their colleagues, catalog and disseminate promising practices, give feedback, and ensure district-wide coherence regarding culturally competent practices.</p> <p>G3.C.3 Provide staff with culturally-competent professional development to ensure high expectations of all students' intellectual capabilities and create a culture of inclusivity, equity, and accountability.</p>	<p>G3.D.1 Plan and implement formative and summative evaluation of Cultural Competence initiatives on a regular basis.</p> <p>G3.D.2 Implement structures, such as effective Success Criteria for each <i>Passport to Tomorrow</i> competency in every classroom, to support consistent use of data by having students assess their own learning, determine learning goals, and monitor progress over time.</p> <p>G3.D.3 Develop and implement an inclusive Multi-Tiered System of Supports (MTSS) to accelerate academic and behavioral development for all students.</p> <p>G3.D.4 Focus on and continuously improve outcomes for African American students and other students of color by setting explicit "stretch" improvement targets in annual action plans, and holding at least one "Data Summit" with stakeholders every year.</p>

Readiness for College, Career, & Life

Every student will successfully navigate the critical transitions in their *Passport to Tomorrow* plan, and will graduate from high school ready for enrollment, enlistment, or employment.

EQUITY PRIORITY

- ▶ **AFRICAN AMERICAN, ELL, LATINX, SWD:**
Completion of college-ready course progression
- ▶ **AFRICAN AMERICAN, LATINX, SWD:** First-time Algebra passing rate
- ▶ **ELL, SWD:** High school graduation rates

MEASURES OF STUDENT PROGRESS

- A Increased percentage of 10th grade students on-track to graduation
- B Increased percentage of students who complete courses and activities based on college and career interests
- C Increased graduation rates
- D Increased percentage of seniors with a *Passport to Tomorrow* certificate indicating readiness for enrollment, enlistment, or employment

EDUCATIONAL STRATEGIES

PILLAR A: Equitable Access to Rigorous, Culturally-Responsive Teaching and Learning	PILLAR B: Safe Culture for Learning and Strong Relationships with Families, Community and Staff	PILLAR C: Effective Staff for Every Student, Effective Leaders for Every School	PILLAR D: Results-focused Culture of Continuous Improvement
<p>G4.A.1 Build a K-12 system to support a personalized <i>Passport to Tomorrow</i> portfolio for each student.</p> <p>G4.A.2 Ensure vertical alignment in math classes in Grades K-12 by aligning standards, assessments, and materials to improve professional practices and accelerate success for students of color in Algebra I.</p> <p>G4.A.3 Plan and implement culturally-relevant lessons utilizing the Universal Design for Learning (UDL) framework for a viable curriculum in all subjects in every school and every classroom.</p> <p>G4.A.4 Develop a network of staff to support every scholar in the creation, monitoring, and revision of <i>Passport to Tomorrow</i> plans, capitalizing on multiple pathways, including advanced programs.</p> <p>G4.A.5 Develop a scope and sequence of interest-driven K-12 pathway experiences accessible to all students in every school and every classroom, aligned to the <i>Passport to Tomorrow</i>.</p>	<p>G4.B.1 Provide every student with community experiences and/or work-based internships prior to graduating from high school.</p> <p>G4.B.2 Establish the "Ready Now 100" initiative seeking 100 regional academic institutions, businesses, and organizations to endorse the Ready Now certificate.</p> <p>G4.B.3 Form regional partnerships with academic institutions, businesses, organizations, and students to design and implement K-12 interest-driven career pathways to advance students' development of the <i>Passport to Tomorrow</i> competencies.</p>	<p>G4.C.1 Connect teachers, leaders, and staff to effective strategies, professional development, and data-driven instruction for maximum success for students in Algebra I, particularly for students of color.</p> <p>G4.C.2 Provide staff with culturally-competent professional development that promote high expectations of all student-scholars' and to create a culture of inclusivity, equity, and accountability.</p> <p>G4.C.3 Connect teachers, leaders, and staff to effective strategies, professional development, and resources for facilitating interest-driven experiences that amplify the curriculum in ALL subjects.</p>	<p>G4.D.1 Ensure that master schedules provide clear pathways for students to complete rigorous courses based on their passions and interests.</p> <p>G4.D.2 Conduct family and student surveys/forums to measure student-scholar engagement and empowerment (e.g. student focus groups, summits, advisories, fishbowls).</p> <p>G4.D.3 Activate a system to gather student feedback on their K-12 pathway experiences, and evaluate post-secondary graduate data to inform improvement opportunities.</p>

3.4 Empowering Infrastructure

Empowering Infrastructure focuses on what is essential in order to facilitate effective instruction. It is aimed at the system-level capabilities that must be established and maintained to foster a culture of continuous improvement and organizational learning.

These system-wide, **mission-focused supports and services** include those that target:

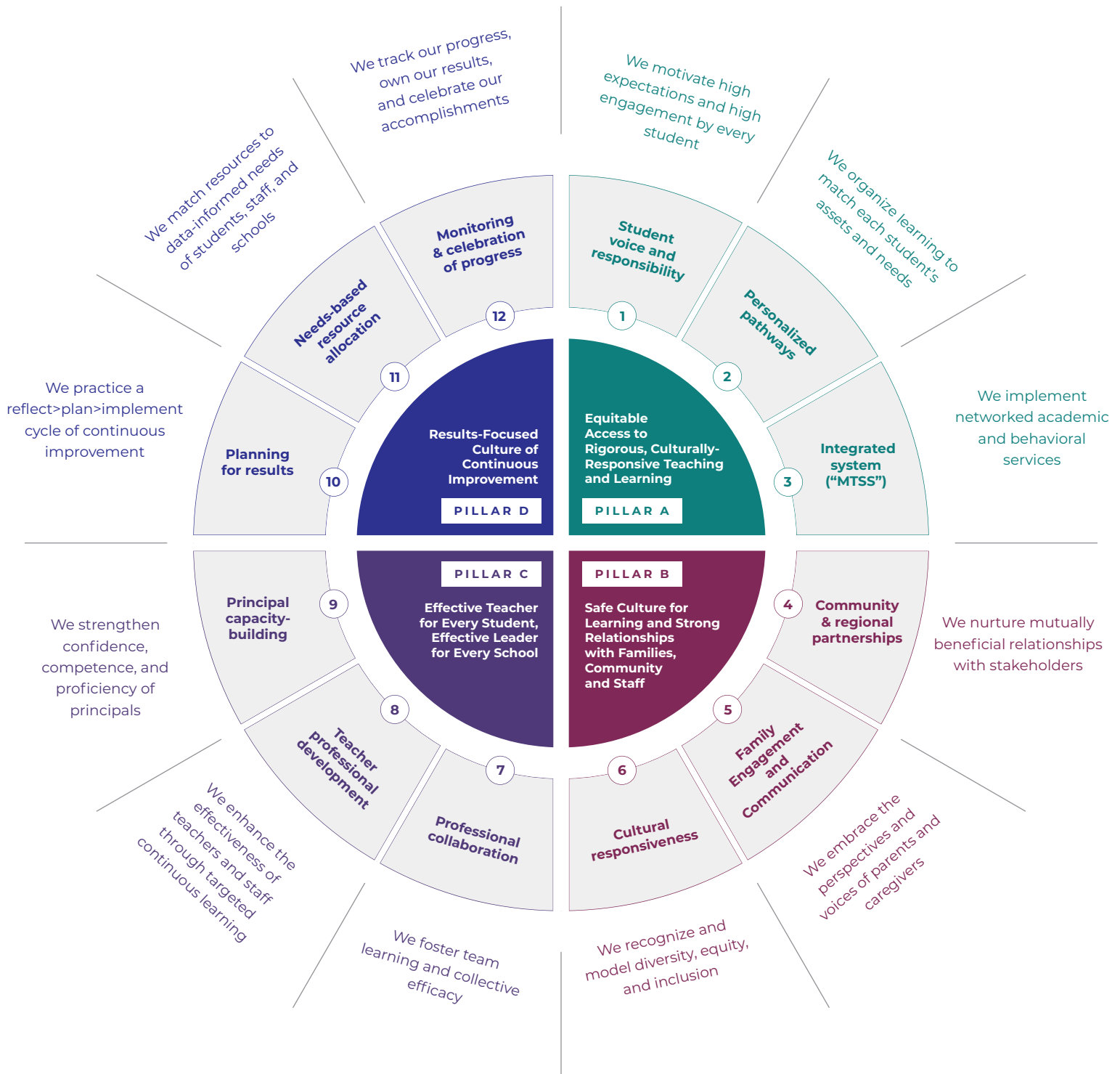
- educational services for teachers, staff, and administrators,
- support services for students and families,
- partnerships with stakeholders,
- capacity-building for teachers, leaders, and staff,
- needs-based allocation of resources, and,
- planning, accountability, and performance incentive practice.

On the pages that follow, we highlight the specific recommendations related to the **Empowering Infrastructure** component of our Strategic Vision.



Mission-focused Supports & Services

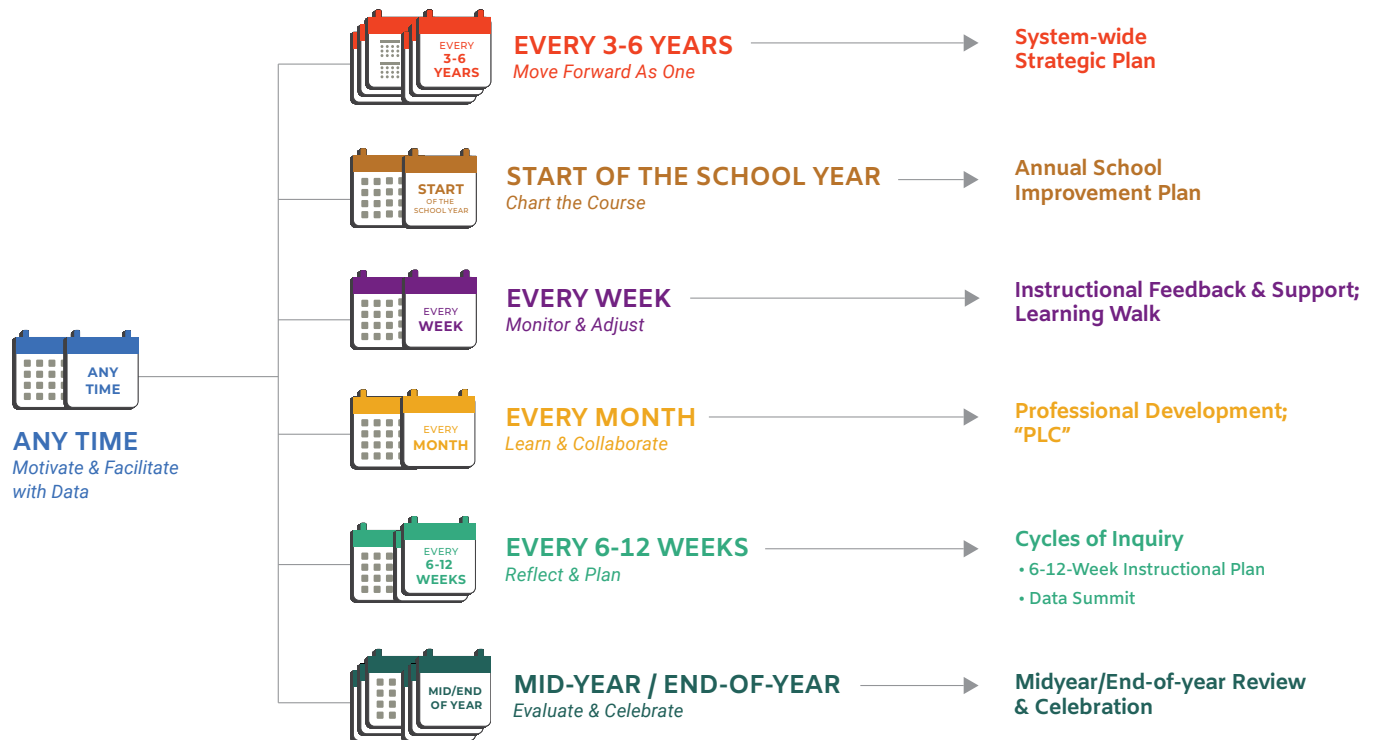
Student learning and effective instruction, the strongest driver of student success, depend on a responsive and efficient system of supports and services. These supports and services serve as enablers and catalysts for continuous improvement of professional practices and outcomes for students.



4. Ensuring Disciplined Implementation

First, you “plan the work.” Then, you “work the plan.”

Getting things done well demands discipline! And dreams don’t work unless you do. Accomplishing the vision and goals of a strategic plan often requires a shift in the organization’s culture. Those shifts start with a change in mindset regarding the purpose, processes, and practices of the organization.



© Performance Fact

Performance Fact’s *Roadmap* framework provides one approach for thinking about the implementation of the district’s Strategic Plan. The framework permits each district to align its internally developed tools and process as well as those procured from external providers.

Turning good intentions into stronger results for our students demands disciplined implementation at every level: every classroom, every school, every department, and in every part of our community.



MIDDLETOWN

CITY SCHOOL DISTRICT

5,927 STUDENTS ENROLLED

American Indian/Alaskan Native	0.19%
Asian	0.22%
Black	18.83%
Hispanic	14.63%
Multiracial Students	12.49%
Pacific Islander	0.02%
White	53.64%

Economically Disadvantaged	99.99%
Students With Disability	18.98%
Students With Limited English Proficiency	7.32%

10 SCHOOLS

Amanda Elementary
 Central Academy
 Creekview Elementary
 Mayfield Elementary
 Miller Ridge Elementary
 Rosa Parks Elementary
 Wildwood Elementary
 Highview 6th Grade Center
 Middletown Middle School
 Middletown High School

Board Members

Dr. Chris Urso, President
Mrs. Cathie Mulligan, Vice President
Mr. Todd Moore
Ms. Michelle Novak
Mrs. Anita Scheibert

Marlon Styles, Jr., Superintendent

Randy Bertram, Treasurer

Middletown City School District

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YouTube: youtube.com/MCSDMiddies



Strategic Plan

2023 - 2027

OUR PROMISE

Know, Value,
and Empower
Every Student
to Achieve
Their Dreams



Hillsboro, Oregon

APRIL 2023

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The Strategic Planning Process

In the Spring of 2022, the Hillsboro School District set out to engage in an equity-centered, community-wide strategic planning process that was grounded in students' voice, informed by data from multiple sources, and engaged the diverse perspectives of the HSD community. The District committed to developing a Strategic Plan for the District in a way that:

- » Clarified the goals and measures for student learning, growth and achievement;
- » Outlined a roadmap for accomplishing those goals;
- » Embraced the diverse voices of all stakeholders; and,
- » Mobilized leadership for courageous action.

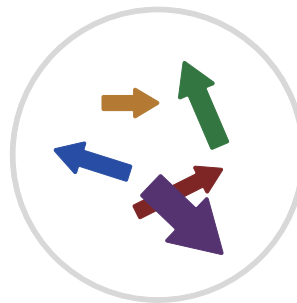
The strategic planning process took place between April 2022 - March 2023. Performance Fact Inc. designed and facilitated HSD's strategic planning process.



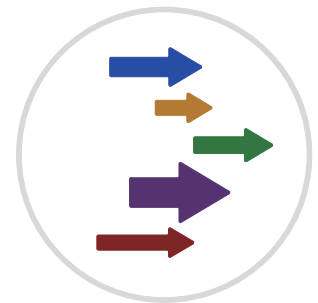
Why Plan?

A primary purpose of planning is to create alignment.

Misalignment



Alignment



Alignment is the process of reaching shared understanding about common purpose. With mutual understanding, the work of the District has meaning to all stakeholders, enabling the achievement of its vision for all students: – to prepare each student for career, college and life.

Embracing Diverse Voices and Perspectives

To be effective, the planning process must proactively seek out and embrace the diverse voices and perspectives across the District.

The District's planning process included gathering input on students' experiences, parents' perspectives, and the quality of the instructional program.

This input, along with a complete analysis of student outcome and access data served as the foundation for the plan.

A series of teams representative of the diverse stakeholders in the community developed the plan over the course of many months.



Strategic Planning Teams and Contributors

Each planning team was composed of a representative cross-section of community members:

- » 20 students in grades 6-12 served on the Student Voice Team;
- » About 175 students in grades 3-12 participated in student focus groups;
- » Over 7,000 students in grades 3-12 completed a student survey
- » Approximately 40 people, representing different HSD constituencies, participated on the Core Planning Team;

- » About 30 instructional staff served on the Instructional Focus Team;
- » About 20 civic and community partners participated on the Alignment Team;
- » Approximately 350 families and community members engaged through the Community Forums and surveys.

Additionally, the draft strategic plan was shared with the Board, school-level staff, and district-level personnel at various points in the planning process.

Structure of the Plan



The ultimate goal of our school system remains unchanged: learning, growth, and success for every student, without exception. Those are the “ends” we seek.

The means to the ends are organized around two

ideas: effective instructional practices and an empowering infrastructure.

Keeping “ends” and “means” in proper sequence is essential for a student-centered, results-focused strategic plan.



1. Student Learning

- Our Promise
- Portrait of a Hillsboro Graduate
- Goals for Student Success
- Measure of Student Progress
- Performance Targets

2. Instructional Effectiveness

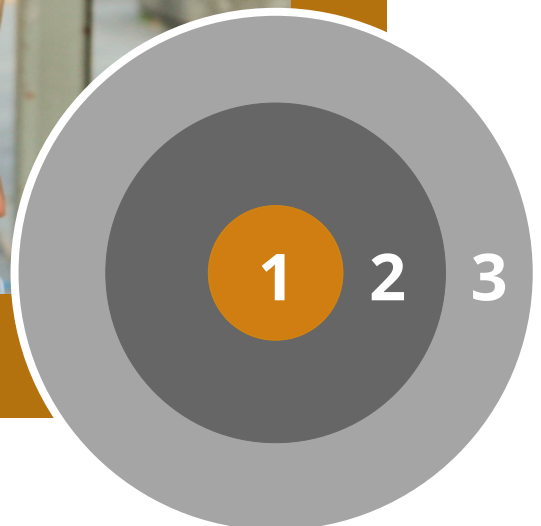
- “Four Pillars” (Framework for Coherent Action)
- Professional Practices for Effective Instruction

3. Empowering Infrastructure

- Strategy Map
- Strategic Priorities & Key Actions
- Roadmap for Disciplined Implementation

Student Learning

- Portrait of A Hillsboro School District Graduate
- Goals for Student Success
- Measures of Student Progress
- Performance Targets



Know, Value, and Empower Every Student to Achieve Their Dreams



The Hillsboro School District Portrait of a Graduate embodies our commitment to ensure all students have the depth and breadth of experiences and supports necessary to prepare them for their next steps after high school.

Prepared for Career, College & Life



- Recognize and understand their emotions, thoughts, and values
- Reflect on their strengths, assets, and areas for growth
- Develop their physical, mental, emotional, and social health and well-being



- Possess a strong command of academic skills
- Explore, identify, organize and synthesize ideas and information to assess experiences and innovate solutions.
- Embrace curiosity, flexibility and creativity in learning

**Empowered
Learners**

**Inquisitive
Scholars**

**Collaborative
Communicators**

**Community
Contributors**



- Listen to understand diverse perspectives
- Use strategies and techniques to communicate effectively
- Build relationships and collaborate with people whose culture, background, ability, or other attributes differ from their own



- Take responsibility for actions and impact within a diverse community
- Identify and cultivate resources to support their future success
- Develop understanding of the larger world and find commonality across differences
- Act on issues that are important to them and give back to the community

Our Strategic Plan centers on Five Goals for Student Success, from preschool through high school. These goals will guide the work of the District for the coming years.

GOAL #1



Success in the Early Years

Every student will acquire the social-emotional readiness and foundational academic skills for future success.

GOAL #2



Safe & Supported Learners

Every student will develop the habits and skills necessary to confidently demonstrate self and social awareness, and access available resources and supports.

GOAL #3



Access & Opportunity

Every student will receive equitable treatment and needed supports and services in order to eliminate barriers and increase predictability of future success.

GOAL #4



Critical Thinking & Problem Solving

Every student will be an empowered, engaged, critical, creative thinker who demonstrates proficiency across content areas.

GOAL #5



Graduate Ready for Career, College and Life

Every student will successfully navigate significant transitions with access to supports to graduate from high school ready for career, college and life.

GOAL #1



Success in the Early Years

METRICS

- A. % of kindergarteners who attended a licensed daycare or preschool
- B. % of 3rd graders meeting/exceeding in reading, math, and writing.
- C. % of 4th graders self reporting social-emotional learning skills

PERFORMANCE TARGET #1

By 2026-2027 school year, 70% of all students proficient in reading in 3rd grade.

FOCAL STUDENT GROUPS

Students identified* as Hispanic[†]/ Latina/o/x and students accessing special education services

GOAL #2



Safe and Supported Learners

METRICS

- A. % of 5-12 grade students who respond favorably to statements on Student Survey regarding safe and welcoming schools, belonging at school, and students treating one another with respect.
- B. Attendance rates (90% regular attendees)

PERFORMANCE TARGET #2

By 2026-2027 school year, 80% of students will attend more than 90% of their enrolled school days.

FOCAL STUDENT GROUPS

- Students identified* as American Indian/Alaska Native[†]
- Students identified* as Native Hawaiian/Pacific Islander[†]

GOAL #3



Access and Opportunity

METRICS

- A. Reduce the disparity of disciplinary referrals, suspensions and expulsions.
- B. Demographic representation in college-level opportunities, extracurriculars, and career pathways.
- C. Increase the # of students who have been active English learners for 5+ years achieving language proficiency in grades 6-12.

PERFORMANCE TARGET #3

By 2026-2027 school year, an increased percentage of students participating in at least one school-based extracurricular activity (baseline to be established in Year 1).

FOCAL STUDENT GROUPS

- Students identified* as Hispanic[†]/Latina/o/x
- Students identified* as female

*As identified by family/caregiver in the student information system.

[†]Term established by the Oregon Department of Education (ODE) for reporting purposes.

GOAL #4



Critical Thinking and Problem Solving

METRICS

- A. % of students in grades 7-12 meeting core academic standards.
- B. % of seniors who demonstrate employability skills.
- C. % of high school students on-track for graduation.

PERFORMANCE TARGET #4

By 2026-2027 95% of students will be on-track to graduate by the end of their 9th grade year.

FOCAL STUDENT GROUPS

- Students identified* as Hispanic[†]/Latina/o/x
- Students accessing special education services

GOAL #5



Graduate Ready for Career, College and Life

METRICS

- A. % of students achieving 4-year graduation & 5-year completion.
- B. % of students 9-12 enrolled in a career pathway, CTE, AP/IB, and Dual Credit courses, and 12th grade students successfully completing a career pathway.
- C. % of students accessing career-related learning experiences and supports (Experiential Learning Opportunities, Internships, and Apprenticeships).

PERFORMANCE TARGET #5

- By 2026-2027 school year, 88.8% of students will earn a regular or modified diploma within four years of entering high school.
- By 2026-2027, 93% of students will earn a regular, modified, extended, or adult high school diploma, or a GED, within five years of entering high school.

FOCAL STUDENT GROUPS

- **4-Year:** Students experiencing homelessness[†], students experiencing foster care[†]
- **5-Year:** Students identified* as Hispanic[†]/Latina/o/x

*As identified by family/caregiver in the student information system.

[†]Term established by the Oregon Department of Education (ODE) for reporting purposes.



Instructional Effectiveness

- “Four Pillars”
- Professional Practices



Our Four Pillars describe the capabilities we need to develop to accomplish our Goals for student success. They are the building blocks for action and decision making, and provide a durable frame for organizing and focusing our work.



PILLAR A:

Teaching & Learning

Culturally-Responsive Teaching & Learning

We connect learning to students' community and everyday lives, we intentionally build inclusive classroom cultures, and we sustain a high-rigor environment in which differentiated supports are provided.



PILLAR B:

Schools Can't Do It Alone

Strong & Safe, Family & Community Relationships

We strive to develop trusting partnerships between home, school, and the community through proactive, responsive communication; meaningful and authentic collaboration; and shared responsibility for the emotional and physical safety and success of all students.



PILLAR C:

Investing in People

Exceptional Staff

We foster a culture of collaboration, accountability, and shared responsibility through the investment in and advancement of staff, and systematic development of the capacity for all members of the school community to serve every student.



PILLAR D:

Bringing It All Together

Culture of Continuous Improvement

We systematically gather data and use frequent and timely formative assessments to monitor and adjust teaching, leadership, and organizational practices to meet the specific needs of students and schools, and to ensure our actions are aligned with our belief in the abilities of all students.

Instructional Effectiveness is the strongest predictor of student learning and instruction is most effective when it is supported by responsive leadership and effective organizational practices.

	PILLAR A Culturally-Responsive Teaching and Learning	PILLAR B Strong & Safe Family & Community Relationships	PILLAR C Exceptional Staff	PILLAR D Culture of Continuous Improvement
TEACHING PRACTICES	<p>T1. Educators elevate student voice and choice through reciprocal feedback and collaboration to build student self-efficacy.</p> <p>T2. Educators facilitate critical thinking through rigorous instruction that respects and integrates the ancestral knowledge of families to help students gain the necessary skills to actively navigate in their community.</p>	<p>T3. Educators create clear systems of strong and consistent two-way communication with families that focus on the well-being and academic success of each student.</p> <p>T4. Educators respect and integrate the ancestral knowledge & cultural practices of families into the classroom and school spaces in order to build a safe, welcoming environment where families and students can engage in the learning.</p>	<p>T5. Educators collaborate in setting shared goals for student learning and professional practices and engage in inquiry with peers and administrators for the purpose of improving instructional practice and student learning.</p> <p>T6. Educators develop personalized professional growth plans based on reflection and analysis of student work and data connected to school improvement plans.</p>	<p>T7. Educators guide students in setting and monitoring their own progress toward meeting academic and behavior goals.</p> <p>T8. Educators use classroom formative assessment techniques to track learning by ALL students, diagnose success and the need for improvement, and adjust instruction to meet student needs.</p>
LEADERSHIP PRACTICES	<p>L1. School leaders facilitate and model reciprocal feedback leading to collective staff efficacy.</p> <p>L2. School leaders facilitate critical thinking and innovation through rigorous, differentiated professional development for staff.</p>	<p>L3. School leaders intentionally and systematically seek out diverse perspectives that represent the school community in order to better serve the needs of the community.</p> <p>L4. School leaders create differentiated, responsive, and inclusive systems that enable families to participate in and contribute meaningfully to decision making regarding their students and their schools.</p>	<p>L5. School leaders ensure that time and resources are allocated for students, staff & administrators to collaboratively create shared goals, co-create actionable steps, evaluate progress, and provide reciprocal feedback as part of the school improvement plan.</p> <p>L6. School leaders articulate and align focus areas to empower staff through differentiated professional development aligned to the school or department improvement plan (ex. coaching, modeling, etc.).</p>	<p>L7. School leaders and leadership teams facilitate the goal setting practices for staff to foster continuous improvement.</p> <p>L8. School leaders, teachers, and staff regularly engage in data-based conversations regarding instruction, interventions, professional practices and student learning outcomes in alignment with their school improvement plans.</p>
ORGANIZATIONAL PRACTICES	<p>O1. District-wide systems support and model reciprocal feedback leading to collective leadership efficacy.</p> <p>O2. The District creates systems and models that facilitate innovative opportunities for all staff and students to build critical thinking skills.</p>	<p>O3. District and school leadership assure systems of support to connect every student to a caring adult(s) within the school and/or community.</p> <p>O4. District and community members collaboratively gather to analyze data regarding the efficacy of systems of support and to further partner with community resources to create safe, caring schools.</p>	<p>O5. The District provides and systematically supports the adequate use of time, structures, and professional learning to support all staff's growth and development.</p> <p>O6. The District utilizes research based adult learning processes and responsive data systems to ensure every educator is given the opportunity to learn and practice high leverage instructional practices at the classroom and building level.</p>	<p>O7. The District provides support, resources and professional development for staff to build capacity in the use and implement of student-led assessment (e.g. development of portfolios, etc.).</p> <p>O8. District and school staff regularly review quantitative and qualitative data (including summative and formative assessment results, attendance records, and other data including student and family voice) to identify needs and supports.</p>

Empowering Infrastructure

- A Strategy Map and Strategic Priorities
- System-wide and Equity-specific Key Actions
- Roadmap for Disciplined Implementation



The Strategic Priorities, and the Key Actions associated with them, are the programs, targeted solutions, structures, and processes that facilitate effective instruction and the accomplishment of the goals for student success. Together, they constitute the Strategy Map – the blueprint for an empowering infrastructure, aligned to the Four Pillars.



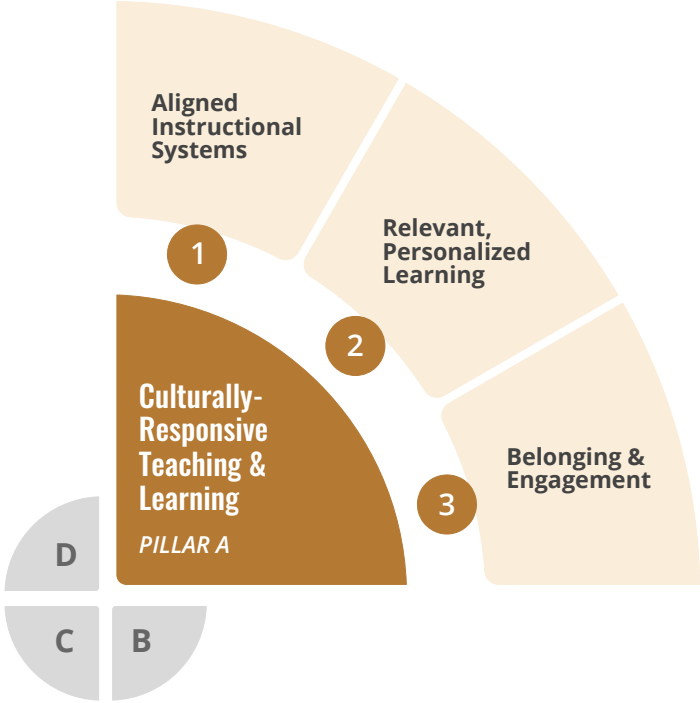


PILLAR A

Culturally-Responsive Teaching & Learning

SYSTEM-WIDE KEY ACTIONS

- A1.** Utilize an inclusive process to engage educators, students, and other community partners in the review and adoption of culturally responsive curriculum materials by content area while adhering to the Oregon Department of Education Instructional Materials Timeline.
- A2.** Provide ongoing professional development and support in order to guarantee high-quality implementation of curricula and assessments of student learning across the district.
- A3.** Implement personalized learning for each student, that proactively utilizes differentiation, scaffolds, interventions, and enrichment that meets student academic and social emotional needs based on frequent data and student feedback.
- A4.** Create systems (e.g. transportation, schedules, supervision) to ensure every student has access to affinity groups, community-building activities, and events (such as unstructured play, clubs, etc.) both within and outside of the school day.



EQUITY-SPECIFIC KEY ACTIONS

- A5.** Effectively use asset-based intervention and enrichment services and instructional practices (e.g. the use of visuals and realia) that capitalize on student strengths and funds of knowledge and accelerate learning and growth of underserved students based on district data.
- A6.** Provide differentiated instruction to students who demonstrate advanced proficiency of standards based on assessment data and grade level using learning opportunities that are “in lieu of” rather than “in addition to” other coursework.
- A7.** Provide relevant instruction and an affirming environment of representation, inclusion, and belonging of/for LGBTQ+ and gender diverse students.



PILLAR B

Strong & Safe Family & Community Relationships

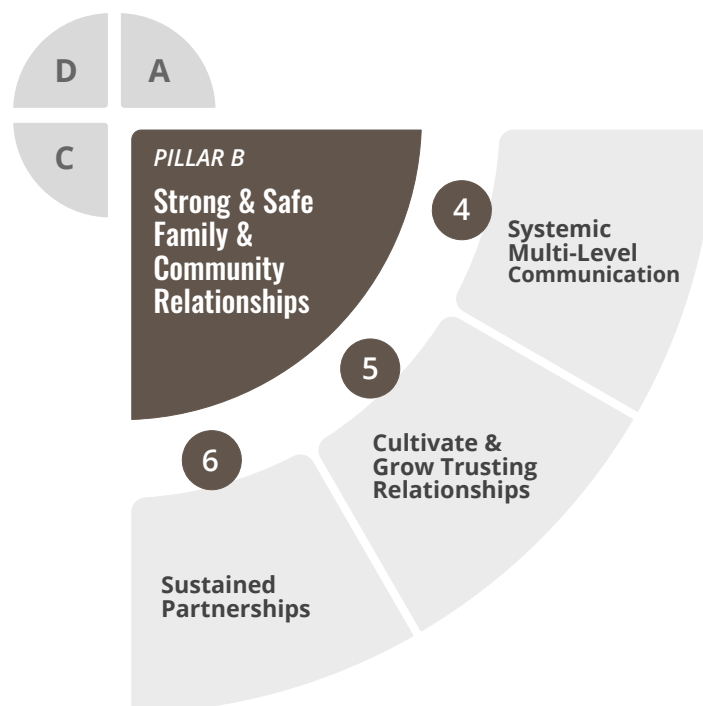
SYSTEM-WIDE KEY ACTIONS

B1. Develop and implement inclusive, differentiated school level communication plans that are informed by school staff, parents and partners offering accessible opportunities for family participation in school community listening sessions.

B2. Prioritize and support staff and students' development and use of communication strategies that promote trusting, positive, social emotional strategies and healthy relationships between staff and students.

B3. Develop and expand upon existing systems to connect students with mentors, internships and community resources integrated within the school day and school program.

B4. Build partnerships with local businesses and community organizations to broaden the reach and impact of college and career pathways programs within the Hillsboro community.



EQUITY-SPECIFIC KEY ACTIONS

B5. Build cross-cultural relationships and create a system for ongoing two-way communication among students, families and site level staff focused on elevating the voices of families of color and families who speak a language other than English.

B6. Seek out partnerships and mentors that represent our diverse student populations, so students and families have access and opportunities.

B7. Expand affinity based family-engagement groups and affinity based student groups at the district and school level.



Exceptional Staff



SYSTEM-WIDE KEY ACTIONS

- C1.** Employ strategic efforts to recruit, hire and retain staff that reflects our diverse community.
- C2.** Provide comprehensive training and support for all staff through mentoring, coaching, and learning opportunities in the domains of equity, access, and inclusion; instructional practices and priorities; and job-specific training and skills.
- C3.** Develop timely and reciprocal feedback loops (which includes all members within/between classrooms, buildings, departments, and school district) to support staff engagement, leadership and commitment. Feedback may include stay surveys, interviews, or listening sessions.

EQUITY-SPECIFIC KEY ACTIONS

- C4.** Provide professional development and resources to ensure that educators are positioned to support affirming learning alliances and flexibility for students to work independently and/or at varied paces (including Culturally Responsive Practices, the use of Universal Design for Learning, and embedded accommodations as best practices).
- C5.** Remove barriers for growth and revisit pathways practices to ensure growth opportunities for all employees.



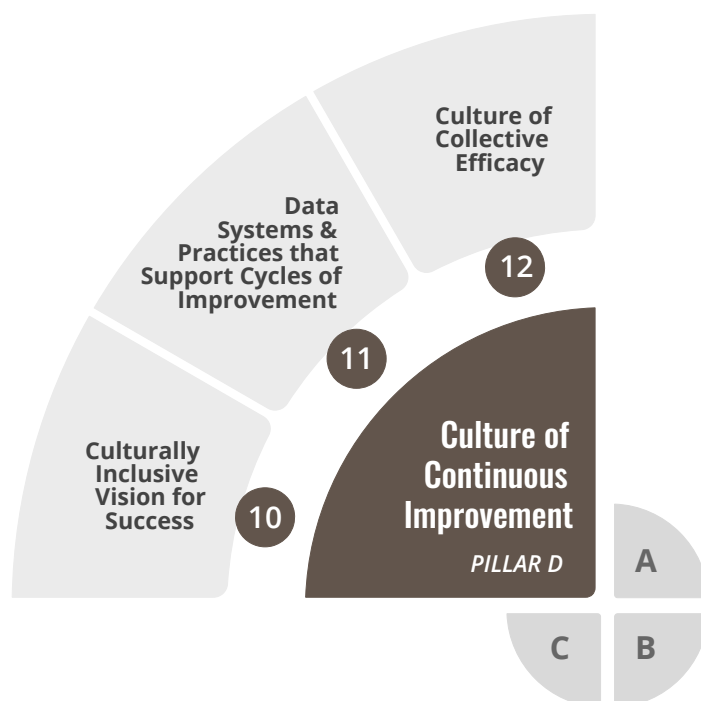
Culture of Continuous Improvement

SYSTEM-WIDE KEY ACTIONS

D1. Develop a shared, culturally-inclusive definition of success in HSD. Nurture a culture of support and celebration where every student is known by name, strength, and need. Create intentional and inclusive processes for involving student and family voice and feedback.

D2. Implement equitable grading and assessment systems that generate useful data, and analyze the data to inform instruction. Prioritize highest-leverage data for improving instruction; utilize assessment tools and data visualizations to drive instruction; and share accountability among responsible stakeholders for improving student academic outcomes.

D3. Promote high-functioning professional learning communities that persist against challenges and share celebrations of success by providing protected time for collaboration and ensuring there is training, support, and accountability at all levels.



EQUITY-SPECIFIC KEY ACTIONS

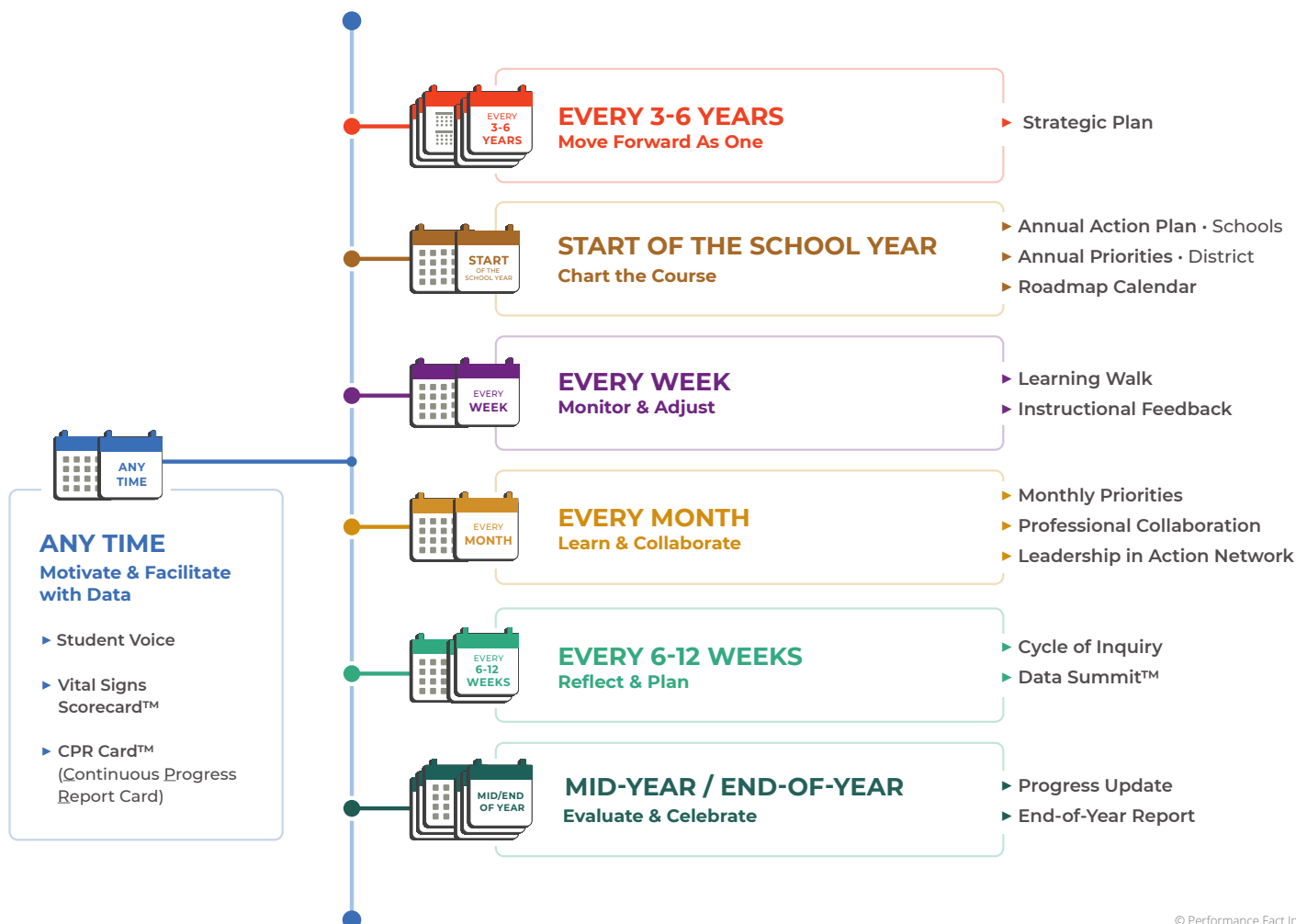
D4. Disaggregate data at the district, school, and classroom level by race, gender, underserved groups in our PLCs.

D5. Create/Ensure/Develop systems for need base allocation of resources for schools and students to ensure students have tool and time necessary to be successful.

D6. Ensure PLCs are actively working toward developing cultural proficiency. Identify successful PLCs as exemplars, share strategies with others. Overcome personal bias in data analysis.

A results-focused plan is the first step toward accomplishing the goals outlined in the Strategic Plan. However, without disciplined implementation, the plan may not live up to its promise. After you “plan the work,” then, you must “work the plan” to achieve desired outcomes.

Turning good intentions into stronger results for students demands disciplined implementation at every level: every classroom, every school, every department, at home and in the community.



The Roadmap for Disciplined Implementation is a step-by-step process for implementing action plans. By dividing the work into discrete, calendar-driven chunks, leaders and practitioners can significantly reduce the “implementation gap” often associated with improvement plans.

1	Board	<i>April 12 Sep 13 Oct 11 Dec 6 Jan 24 Feb 28 Mar 14</i>
2	Student Voice Team	<i>May 24, 25, 26 Oct 11 Nov 1</i>
3	Core Planning Team	<i>Aug 16 Aug 17 Sep 14 Oct 12 Nov 2 Dec 1</i>
4	Instructional Focus Team	<i>Aug 18 Sep 21 Oct 12 Nov 9 Dec 8</i>
5	Alignment Team	<i>Sep 15 Oct 6 Nov 3</i>
6	Senior Leadership Team	<i>Sep 12 Oct 3 Nov 7 Jan 9 Feb 27 Mar 6</i>
7	Community Forums/Survey	<i>Oct 12 Oct 27 Feb Survey</i>



Core Planning Team

Allison Combs	Principal, Orenco Elementary School
Aron Carleson	Executive Director, Hillsboro Schools Foundation
Audrea Neville	Assistant Superintendent, Hillsboro School District
Becky Kingsmith	Director of Secondary Teaching & Learning, Hillsboro School District
Beth Graser	Communications Officer, Hillsboro School District
Bianka Loreda	Graduation Coach, Hilhi
Brooke Nova	Director of Student Support Networks and Career and College Pathways, Hillsboro School District
Casey Waletich	Operations Officer, Hillsboro School District
Cherylen Marshall	Assistant Principal, R.A. Brown Middle School
Christopher Keller	Teacher, Liberty High School
Elaine Fox	Executive Director of Student Services, Hillsboro School District
Erika Lopez	School Board Member, Hillsboro School District
Francesca Sinapi	Equity, Access, and Engagement Officer, Hillsboro School District
Greg Timmons	Principal, Liberty High School
Guadalupe Pedraza	Graduation Coach, South Meadows Middle School
Jahmai Cherry	Multimedia Specialist, Hillsboro School District
Jayna Blanchard	Special Education Teacher, Butternut Creek Elementary School
Jordan Beveridge	Information & Technology Officer, Hillsboro School District
Karen Murphy	Principal, Free Orchards Elementary School

Karla Brokaw	Educational Assistant, Century High School
Kona Lew- Williams	Human Resources Officer, Hillsboro School District
Kori Sakamoto	Health Science Teacher, Hilhi
Marleen Zytniowski	Communications Special Projects, Hillsboro School District
Martha Rodriguez	Principal, Minter Bridge Elementary School
Mary Kay Babcock	President, Hillsboro Education Association
Megan Nace	Manager, Technology Services
Melody Hansen	President, Hillsboro Classified United
Michelle Morrison	Financial Officer, Hillsboro School District
Mike Scott	Superintendent, Hillsboro School District
Nancy Thomas	School Board Member, Hillsboro School District
Nate Roedel	Executive Director of Nutrition Services, Hillsboro School District
Olga Acuña	Executive Director of Federal Programs and Family Engagement, Hillsboro School District
Rachel Phanichayakarn	Special Education Teacher, Liberty High School
Rebecca Nelson	Parent, Glencoe Feeder
Selene Zacarias	Administrative Support, Glencoe High School
Shelly Mitchell	Student Services Teacher on Special Assignment, Hillsboro School District
Tom Luba	Director of Student Information and Evaluation, Hillsboro School District
Travis Reiman	Assistant Superintendent, Hillsboro School District

Student Voice Team

Ainsley Rios	Century High School, Senior
Anna Jackson	Glencoe High School, Sophomore
Cameron Kaster	Glencoe High School, Freshman
Daisy Ixcolin	Liberty High School, Junior
Eli Sayre	Liberty High School, Junior
Gwen Kondor	Century High School, Freshman
Hrishikesh Anand	Hilhi, Junior
Ivette Alonso Garcia	Liberty High School, Junior
Jacey Carmean	Century High School, Senior
Jason Lloyd	Glencoe High School, Junior
Jenna Walkenhorst	Century High School, Senior
Jessy Alonso Garcia	Liberty High School, Freshman
Kami Carmean	Century High School, Sophomore
Kayla Tellez	Liberty High School, Junior
Luke Teague	Hilhi, Sophomore
Oliver Rhodes	Glencoe High School, Senior
Payton Kasper	Century High School, Sophomore
Riley Gregory	Century High School, Sophomore
Sebastian Rodriguez	Liberty High School, Freshman
Vianney Romero Lopez	Hilhi, Junior



Alignment Team

Ally Weberg	<i>Oregon Community Engagement Manager, Intel</i>
Angela Adzima	<i>Elementary Digital Curriculum Teacher on Special Assignment; Vice President, Hillsboro School District; Hillsboro Education Association</i>
Cristian Salgado	<i>Oregon Public Affairs, Intel</i>
Cristina Rauschert	<i>Oregon Community Affairs Manager, Intel</i>
Dacia Bakkum	<i>Management Analyst, City of Hillsboro</i>
Deanna Palm	<i>President, Washington County Chamber of Commerce</i>
Hillary Ostlund	<i>Library Director, Hillsboro Public Libraries</i>
Jaci Spross	<i>Executive Assistant; Past School Board Member, Synopsys; Hillsboro School District</i>
Jeff Dalin	<i>Mayor, City of Cornelius</i>
Jose Esparza	<i>Director, PCC Rock Creek</i>
Juan Garcia	<i>Parent, Hilhi Feeder</i>
Karen Paez	<i>Associate Director, PCC Rock Creek</i>
Patrick Preston	<i>Communications Division Manager, City of Hillsboro City Manager's Office</i>
Rahim Harji	<i>Assistant City Manager, City of Hillsboro</i>
Robby Hammond	<i>City Manager, City of Hillsboro</i>
Sonja Likumahuwa-Ackman	<i>Parent, Century Feeder</i>
Steve Callaway	<i>Mayor, City of Hillsboro</i>
Teri Lenahan	<i>Mayor, City of North Plains</i>

Instructional Focus Team

Alano Ciliberto	<i>Bond Technology Integration, Office for School Performance</i>
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Instructional Focus Team (CONTINUED)

Amanda Bethune	<i>Principal, Butternut Creek Elementary School</i>
Andrew Bekken	<i>Principal, Tobias Elementary School</i>
Arcema Tovar	<i>Multilingual Programs Director, Office for School Performance</i>
Brenda Faulder	<i>Early Learning Teacher on Special Assignment, Office for School Performance</i>
Brooklyn Genduso	<i>Student, Century High School</i>
Carissa Flemming	<i>AVID Coach, Office for School Performance</i>
Claudia Ruf	<i>Principal, Glencoe High School</i>
Deb Luther	<i>TAG Teacher on Special Assignment, Hillsboro School District</i>
Erin Hanson	<i>Health Teacher on Special Assignment, Hillsboro School District</i>
Frank Caropelo, Jr.	<i>Executive Director of High Schools, Hillsboro School District</i>
Gabby Villamagua	<i>Dual Language Teacher on Special Assignment, Hillsboro School District</i>
Gina McLain	<i>Director of Elementary Teaching and Learning, Hillsboro School District</i>
Haley Steinbach	<i>Dean of Students, Lincoln Street Elementary School</i>
Heather Fix	<i>Student Support Systems Counselor on Special Assignment, Hillsboro School District</i>
Jamie Lentz	<i>Principal, Patterson Elementary School</i>
Jen McCalley	<i>Principal, Farmington View Elementary School</i>
Jenny Taguchi	<i>Dean of Students, Poynter Middle School</i>
Jon Pede	<i>Principal, Poynter Middle School</i>
Judy Ramer	<i>K-12 Professional Learning Communities Consultant, Hillsboro School District</i>

Julie Kasper	<i>Principal, Century High School</i>
Kasia Gutierrez	<i>Principal, Jackson Elementary School</i>
Kristin Blomberg	<i>Care Coordinator/Erin's Law Teacher on Special Assignment, Hillsboro School District</i>
Lauren McFarland	<i>Assistant Principal/Athletic Director, Glencoe High School</i>
Leona Guthrie	<i>K-12 Migrant Teacher on Special Assignment, Hillsboro School District</i>
Lindsay Garcia	<i>Executive Director of Elementary Schools, Hillsboro School District</i>
Mandy Wedel	<i>K-8 Math & STEM Teacher on Special Assignment, Hillsboro School District</i>
Mariana Garcia Avilez	<i>Elementary Resource Specialist, Mooberry Elementary School</i>
Maricruz Acuña	<i>Elementary Humanities Teacher on Special Assignment, Hillsboro School District</i>
Melissa Pendergrass	<i>Coordinator of Career and College Pathways, Hillsboro School District</i>
Rachel Keniston	<i>Science Teacher, Poynter Middle School</i>
Rachel Mejia	<i>Early Learning Compliance Teacher on Special Assignment, Hillsboro School District</i>
Sarah Crane	<i>Executive Director of Elementary and Middle Schools, Hillsboro School District</i>
Sarah Keller	<i>Principal, Lenox Elementary School</i>
Terri Alexander	<i>Technology Teacher, Hilhi</i>
Xylecia Fynn Aikins	<i>7-12 Targeted and Focused Universal Supports Teacher on Special Assignment, Hillsboro School District</i>
Yessica Hardin-Mercado	<i>Equity, Access, and Engagement Teacher on Special Assignment, Hillsboro School District</i>



About Our District

Hillsboro School District is the fourth-largest public school district in the state of Oregon with 36 schools serving approximately 19,000 students in preschool through twelfth grade. We are a global majority school district that recognizes the diversity and worth of all students, individuals, and groups. We are committed to educating and providing safe and inclusive environments for everyone, regardless of any basis upon which they identify, are perceived, or have experiences.

Preparing students to achieve is at the core of everything we do. Our goal is to ensure we have highly trained staff, robust academic offerings, and a breadth of support and extra-curricular options that engage students in their learning and motivate them to both fulfill their potential and position them for success in career, college, and civic life.

Learn more about us on our website by visiting the friendly links below.

Resources

- hsd.k12.or.us/accountability
- hsd.k12.or.us/graduationrates
- hsd.k12.or.us/demographics
- hsd.k12.or.us/strategicplan

Our Plan



The Hillsboro School District's Strategic Plan was developed during a months-long process that began in August 2022 and concluded in March 2023.

Thousands of students, staff, families, and community members contributed to the development of the plan through participation in focus groups, as members of planning teams, completion of surveys, and participation in community forums.

SUPERINTENDENT

Mike Scott

BOARD OF DIRECTORS

Mark Watson, *Chair*

Erika Lopez, *Member*

Nancy Thomas, *Vice Chair*

Patrick Maguire, *Member*

Lisa Allen, *Member*

Monique Ward, *Member*

See Eun Kim, *Member*



EACH
SCHOLAR.
A VOICE.
A DREAM.
A BRIGHT
FUTURE.

2016 - 2020 • STRATEGIC PLAN

federal way
PUBLIC SCHOOLS

OUR THEORY OF ACTION

CENTRAL OFFICE

If the school district engages families and community as trusted, contributing partners, and ALL central office team members provide evidence-based, responsive, coordinated and aligned systems of support to schools ...

PRINCIPALS

then ALL principals will, as instructional leaders, create a culture in support of powerful, relevant teaching and learning by providing differentiated professional development, targeted feedback, and alignment of resources in response to the needs of teachers and support staff ...

TEACHERS & SUPPORT STAFF

which will support ALL teachers and support staff to incorporate a growth mindset grounded in the instructional framework to implement powerful, relevant standards-based instruction responsive to individual learning and social-emotional needs ...

which will ensure

ALL

STUDENTS

have the desire to learn at high levels with academic and social-emotional supports to graduate career- and college-ready

OUR MISSION

In an environment of high expectations, high support, and no excuses, the staff of Federal Way Public Schools will continually learn, lead, utilize data and collaborate to ensure our scholars have a voice, a dream and a bright future.

OUR CORE BELIEFS

1. We believe that EVERY scholar can learn at the highest level.
2. We believe that our scholars must have voice, see themselves in their schooling, and be connected to the adults that teach them.
3. We believe that what we do in the classroom every day has the greatest impact on student learning.
4. We believe that we must continually learn and grow in our practice if we are to meet the needs of all scholars.
5. We believe that we must intentionally collaborate and use data as a guide to improve our practice.
6. We believe that our families are critical partners in each child's learning.
7. We believe that race, socioeconomics, language, cultural background, and other exceptionalities should not be predictors of student achievement.

HONORING THE TRUST

When parents and caregivers send their precious children to our schools, they do so in **TRUST** that they will learn, grow and succeed. When our community and taxpayers invest in our schools, they place us in **STEWARDSHIP** of Federal Way's most valuable resource – our children. And when we – the educators – sustain **HIGH STANDARDS** of professional practice, we achieve the **GREAT RESULTS** we desire for each scholar in our care.

We are ALL responsible for the future of ALL the children in Federal Way Public Schools. This strategic plan is an expression of our collective recommitment to **BRINGING OUT THE BEST IN EVERY SCHOLAR** in our school system, thereby nurturing

A BRIGHT FUTURE FOR EACH SCHOLAR.

Dr. Tammy Campbell
Superintendent

[Four Pillars]

Our Four Pillars are the building blocks of our work on behalf of all our scholars. The Pillars are the capabilities we must develop continuously to nurture effective instruction and a mission-focused, empowering organizational infrastructure.

1

Standards-Aligned Culturally Responsive Teaching-&Learning

Our first Pillar is about **TEACHING-&LEARNING**, the most important function of our organization. We will ensure that all scholars have access to challenging, on-standard curriculum, and that instructional strategies are differentiated to meet the individualized learning needs of each scholar. Our instructional practices will reflect our scholars' prior knowledge and cultural and linguistic backgrounds.

2

Safe Climate and Strong Relationships with Families and Community

Our second Pillar recognizes that **"SCHOOLS CAN'T DO IT ALONE."** Therefore, we will embrace parents, caregivers, and the entire Federal Way community as vital partners in the education of all our scholars. We will nurture trust and mutual respect among home-school-community through shared responsibility for student success, proactive communication, and meaningful stakeholder voice.

3

Effective, Caring, Culturally Competent Teachers, Leaders & Staff

Our third Pillar focuses on **INVESTING IN PEOPLE.** It emphasizes the importance of attracting, developing, and retaining talented and committed staff in every part of our school system, so that Federal Way Public Schools is the place where great talent chooses to work. We will establish clear standards of professional practice and accountability, and we will provide opportunities for differentiated continuous learning for teachers, leaders, and staff.

4

Data-Informed Continuous Improvement

Our fourth Pillar is about **"MANAGING THE WHOLE"** in ways that foster alignment, disciplined implementation, and a focus on our mission at every level. We will make decisions based on fact, not opinion. Furthermore, we will use frequent and timely assessments to adjust teaching, learning, and leadership, and we will promote continuous improvement as an ethic throughout our school system.



one THE EARLY YEARS: BUILDING THE FOUNDATION

Every student scholar will enter kindergarten ready to learn with the social/emotional skills that will propel each student to meet or exceed grade level standards in English Language Arts (ELA) and Mathematics by the end of 3rd grade.

- Percent of scholars enrolled in high-quality preschool programs
- Percent of scholars meeting state PreK standards in literacy and math
- Percentage of scholars ready for kindergarten, as measured by WAKIDS assessments
- Percent of scholars meeting Social Emotional Learning (SEL) standards for the early learning years.
- Percent of scholars meeting or exceeding grade-level standards in English Language Arts (ELA) and Mathematics by the end of third grade

Each scholar acquires the academic and social-emotional skills to be successful beyond 3rd grade.

two WHOLE CHILD: THRIVING, CONFIDENT, RESPONSIBLE INDIVIDUALS

Every student scholar will be empowered and prepared to develop personal responsibility in order to be positive, productive members of society.

- Attendance in school and class
- Percent of scholars participating in at least 95% of classroom instructional time
- Percent of students and families participating in student-led conferences
- Percent of scholars meeting expectations on non-academic behaviors on standards-based report card
- Percent of scholars who feel their school is safe and welcoming as measured by a perception survey
- Percent of scholars who complete 25 hours of community service before graduation

Each scholar knows, understands, and embraces his/her own and others' cultural backgrounds and learning needs, in order to advocate for self and others.

three ACTIVE LEARNERS: ENGAGED, EMPOWERED CRITICAL THINKERS

Every student scholar will be empowered with ownership of their education and be fully engaged in becoming critical and creative thinkers.

- Percent of scholars engaged in at least one extracurricular activity
- Percent of scholars who successfully prepare and present capstone projects at the end of transition years
- Percent of scholars that are engaged and challenged as measured by perception survey
- Number of staff proficient or distinguished in student engagement practices, as measured by the Center for Educational Leadership's 5 *Dimensions of Teaching and Learning™* (CEL's 5D) and the Association of Washington School Principals (AWSP) leadership framework

Each scholar is actively engaged in critical and creative thinking, goal-setting and demonstration of cultural competence.

four CONTENT-AREA COMPETENCE: MASTERY OF ALL SUBJECTS

Every student scholar will receive equitable opportunity for success, and will meet or exceed standards of performance in all subjects by the end of each grade.

- Percent of scholars meeting grade-level standards in core subjects, as measured by state assessments
- Percent of scholars demonstrating proficiency in a standards-based grading system (in each subject)
- Percent of scholars enrolled in and completing Algebra by 8th grade with a 3.0 grade point average
- Percent of scholars participating in advanced coursework and earning a passing grade
- Percent of scholars who are biliterate

Each scholar develops cultural confidence as a learner and rigorously applies his/her knowledge and skills to new and different experiences.

five PERSISTENCE TO GRADUATION: HIGH SCHOOL GRADUATION THROUGH SUCCESSFUL TRANSITIONS

Every student scholar will successfully navigate the critical transitions in their schooling, and will graduate from high school ready for college, career, and post-secondary experiences.

- Transition rates from Pre-Kindergarten to Elementary school, to Middle school, to High school, and to Post-secondary experiences
- Percent of 9th grade scholars on track for on-time graduation
- Increase in scholar scores on college entrance tests (ACT, PSAT, SAT) and ASVAB
- Percent of scholars who have STEAM (Science, Technology, Engineering, Arts & Mathematics) experiences
- Percent of seniors with a Career Plan letter outlining at least one of these: college acceptance, military, trade/technical training, industry certification/apprenticeship
- Percent of scholars who complete applications for College Bound scholarships, FAFSA and WAFSA
- Increase in high school graduation and decrease in dropout rates
- Percent of graduating scholars who persist 2 or more years in college and acquire a college or post-secondary degree

Each scholar – starting early and with proactive support – creates/uses a flexible, individualized transition plan as a tool to promote accelerated academic performance, steady progress towards graduation, and career awareness and explorations.





A Voice for Our Scholars, A Commitment to Effective Instruction

Federal Way Public Schools has established a track record of courageous innovation to ensure that each student graduates with academic knowledge and 21st century skills ready to succeed as responsible citizens.

Students need a broad, strong academic foundation. To qualify for the best-paying jobs our economy offers, they will need to be competent in math and science as well as writing and reading.

We've implemented a standards-based education system to ensure clear standards in every class across the district, common ways to assess student progress, and effective communications with students and parents/guardians. This work has also prepared our students and staff for the transition to Common Core State Standards and testing.

“Student voice is a stepping stone to make our school experience better ... the power for the students to have a say.”

– FWPS Student

“You and me ... we are part of the system. And we need to help make the system better.”
– FWPS Student

Dr. Tammy Campbell,
Superintendent

Board of Education:

Mr. Geoffery McAnallo
Board President, District #1

Ms. Claire Wilson
Board Vice President, District #2

Ms. Liz Drake
Legislative Liason, District #3

Ms. Carol Gregory
District #4

Mr. Hiroshi Eto
District #5

Federal Way Public Schools

Educational Service Center (ESC)
33330 8th Avenue South
Federal Way, Washington 98003

www.FWPS.org

 facebook.com/fwps210

 twitter.com/FWPS210



federal way
PUBLIC SCHOOLS

Federal Way Public Schools

22,500+ Students

- 0.6% American Indian / Alaska Native
- 11.8% Asian
- 11.1% Black/African American
- 26.8% Hispanic/Latino
- 4.7% Native Hawaiian/Other Pacific Islander
- 12.0% Two or More Races
- 32.2% White
- 16.5% Transitional/Bilingual
- 59.2% Free/Reduced Lunch
- 13.5% Special Education

112 Languages

- English (16,120 students)
- Spanish (4,300 students)
- Russian (560 students)
- Korean (430 students)
- Ukrainian (410 students)
- Vietnamese (300 students)

39 Schools

- 21 Elementary Schools
- 2 K-8 Schools
- 7 Middle Schools
- 4 High Schools
- 5 Specialized Schools

2,585 Staff Members

- 1500 Certified Staff

Area Serviced:

35 Square Miles

- Federal Way
- Des Moines
- Auburn
- Kent
- Areas of unincorporated King County

Facilitated and Compiled by
Performance Fact, Inc. (2016)



EXCELLENCE EQUITY & OPPORTUNITY

2023-30 STRATEGIC PLAN



Fairfax County
PUBLIC SCHOOLS



Hello FCPS Community,

After many months of hard work and input from students, staff, families, and community members, we are excited to share the FCPS Strategic Plan with you.

This plan will be our North Star for how we ensure excellence, equity, and opportunity for each and every student from now through 2030.

One of the highlights you will read about is the tremendous support that we received from our community. We've reviewed more than 100,000 feedback survey responses and hosted more than 65 planning team and community meetings. This has truly been a collaborative effort, and we thank all of you for joining us on this important journey. Learning happens best in community!

Your feedback guided us toward goals that ensure our youngest students have a strong academic start, and our graduates will thrive in any path they choose for their future. We remain committed to providing an environment where students feel safe, supported, included, and empowered throughout their education. We will continue to emphasize the academic growth and excellence that has long been a point of pride for the Fairfax County community. Finally, we will focus on ensuring that each and every student has equitable access and opportunity in our schools.

We are confident this plan will guide us to the mountaintop of educational excellence, inspiring our students to shine brightly, as they fulfill their unique dreams and greatest potential. Together, all things are possible!

Warmest Regards,
Michelle C. Reid, Ed.D
Division Superintendent

FOUR PILLARS

The Four Pillars identify what FCPS must do well to be able to reach our goals for all students. They serve as the foundation of our work and define the capabilities we need and must continuously improve to strengthen the effectiveness of instructional programs and divisionwide infrastructure. They are the building blocks for action and decision-making, and provide a durable frame for organizing and focusing our work.

A

Differentiated & Culturally Responsive Learning Environments

We design innovative learning experiences that meet the needs of each and every learner, and implement professional practices that engage, empower, include, and challenge the whole learner through varied opportunities.

B

Vibrant Home, School, & Community Partnerships

We share responsibility to build trusting partnerships that sustain a safe, inclusive culture for learning and work, and we collaborate proactively with respect, honesty, and transparency.

C

Diverse, Adaptive, & Supported Workforce

We recruit and retain staff who reflect the diversity of students and families; provide meaningful continuous learning, exceptional compensation, and balanced workload; and create a safe and culturally responsive environment that values staff voice.

D

Culture of Equity, Excellence, & Accountability

We nurture processes and structures that are grounded in intentional partnerships, shared responsibility for equitable resource allocation, and data-driven continuous improvement and innovation.

GOALS • MEASURES • EQUITY COMMITMENTS

EQUITY COMMITMENT

We will ensure authentic and affirming partnerships with families and key stakeholders by engaging in collaborative decision-making that results in each student's success.

1

STRONG START: PRE-K-12

Every student will develop foundational academic skills, curiosity, and a joy for learning necessary for success in Pre-K through 12th Grade.

MEASURES

- A. Availability of Pre-K programs (including inclusive Pre-K) to meet community need
- B. Students meeting criteria for kindergarten readiness
- C. Students demonstrating self-regulation attention skills (Pre-K–3, and beyond)
- D. English Language Learners meeting expected growth and reclassification criteria
- E. Early and consistent access to and preparation for advanced instruction and enrichment opportunities
- F. Students meeting standards at defined entry and transition points

EQUITY COMMITMENT

We will amplify student voice to inform our approaches, honor students' identities and experiences, and ensure student safety and well-being in an inclusive school climate and culture.

2

SAFE, SUPPORTED, INCLUDED, AND EMPOWERED

Every student will experience an equitable school community where student health and well-being are prioritized, and student voice is centered.

MEASURES

- A. Student academic inclusion and engagement
- B. Positive school climate (safety, inclusion, and sense of belonging; academic support; inclusive, academically-focused culture; and teacher-student trust)
- C. Student access to the necessary emotional, behavioral, mental, and physical health services to support their successful engagement in school
- D. Student attendance and absenteeism rates
- E. Student participation in extracurricular, co-curricular, or leadership activities
- F. Disciplinary disproportionality and recidivism

EQUITY COMMITMENT

We will utilize available evidence to provide access to challenging academic programs and necessary supports that celebrate each student's humanity, growth, and attainment of high levels of academic performance.

3

ACADEMIC GROWTH AND EXCELLENCE

Every student will acquire critical and creative thinking skills, meet/exceed high academic standards, and achieve their highest academic potential.

MEASURES

- A. Growth and performance in coursework (e.g., course grades, grade point average [GPA], meeting Individualized Education Program [IEP] goals, and language acquisition goals) (including students with 504s)
- B. Growth and performance on state/national/international assessments in reading, math, social studies, and science
- C. Successful completion of Algebra 1 by 8th Grade
- D. Evidence of progression towards or successful completion of advanced coursework (e.g., Honors, Advanced Placement [AP], International Baccalaureate [IB], dual enrollment, Career and Technical Education [CTE], etc.)
- E. Growth with evidence in at least one/two self-identified Portrait of a Graduate skills, annually
- F. Students reading on grade level by the end of 3rd Grade

EQUITY COMMITMENT

We will prioritize data that describes student outcomes and lived experiences, to allocate resources and supports that are responsive to each student's strengths and needs.

4

EQUITABLE ACCESS AND OPPORTUNITY

Every student will have access to high-quality academic programming and resources to support their success.

MEASURES

- A. Availability of, accessibility to, and student enrollment in coursework in the arts, STEAM, career and technical education, trades, technology, and world languages
- B. Availability of and enrollment in advanced, rigorous coursework and programs (K-12)
- C. Student access to and participation in formalized systems of early intervention, academic and other supports, including special education services and services for English learners
- D. Disproportionality in course-taking patterns and participation in inclusive settings
- E. Consistent availability of and accessibility to electives, extracurricular, co-curricular, and enrichment activities

EQUITY COMMITMENT

We will center student voice data and use evidence to ensure each student is ready to make informed decisions, prepared for a wide range of post-secondary options, and can successfully navigate their future path.

5

LEADING FOR TOMORROW'S INNOVATION

Every student will graduate ready to thrive in life after high school and with the skills to navigate, adapt, and innovate for a sustainable future.

MEASURES

- A. Availability of, accessibility to, and participation in multiple pathways and work-based learning opportunities (e.g., shadowing; internship; apprenticeship; and Career and Technical Education)
- B. Attainment of FCPS Portrait of a Graduate competencies and digital and financial literacy
- C. Supported and successful transitions leading to high school graduation and postsecondary opportunities
- D. Students on track for graduation at the end of 9th Grade
- E. Increase in the percentage of students earning an advanced studies diploma
- F. Reduction of the percentage of students earning an applied studies diploma
- G. Enrollment in college, entry into the workforce or public service, enlistment in military, or other, verifiable post-secondary plan
- H. Students innovating and preparing for the future

2022-23 Strategic Planning Process

FCPS engaged 117,089 parents/caregivers, staff, students, and community members so they could share their diverse perspectives and lend their voices to the development of the plan.

28,669

Survey Responses
from parents/caregivers, staff,
and community

92,939

Student Engagement
survey and focus
group responses

65+

**Planning Team Meetings &
Community Engagements**
including parents/caregivers
held across 11 teams



“ This is what Fairfax County truly cares about and prioritizes, and this is what we hope to see in the future. ”
FCPS STUDENT

“ I feel very optimistic about our schools and impressed by the attempt to include multiple perspectives. I enjoyed working with my table group and connecting with different community groups who support FCPS. ”
FCPS PARENT

“ There were so many perspectives and points of view in the room, it truly helped us to understand that we may not all have the same vision, but we all want the same result which ultimately is academic achievement, school success and student joy. ”
FCPS TEACHER

“ We had many forms of data. The one that really stuck out to me was really understanding some of the achievements of different diverse groups across the county. ”
FCPS COMMUNITY MEMBER

THANK YOU 2022-23 SCHOOL BOARD

Rachna Sizemore Heizer Chair and Member-at-Large		Tamara Derenak Kaufax Vice-Chair, Franconia District			
Megan McLaughlin Braddock District	Elaine Tholen Dranesville District	Melanie K. Meren Hunter Mill District	Ricardy Anderson Mason District	Karen Corbett Sanders Mount Vernon District	Karl Frisch Providence District
Laura Jane Cohen Springfield District	Stella Pekarsky Sully District	Karen Keys-Gamarra Member-at-Large	Abrar Omeish Member-at-Large	Michele Togbe Student Representative	



8. PRESENTATIONS

8. A. Sunnyvale Middle School 2-Story Classroom Building Construction Project Updates

Contact Person

Brandt Burns, Director, Facilities & Operations

Description

District staff, in collaboration with our design team, will be providing updates to the Board of Education surrounding the Sunnyvale Middle School 2-Story Classroom Building Construction Project. We will introduce our team to the Board, share how we have arrived at this point in the process, and review our project design up to this point.

This building will be a 30,200 square foot 2-story classroom building consisting of 22 classrooms, 5 versatile student collaboration spaces, 1 staff collaboration room, and 1 art room that is just under 1,500 square feet. In collaboration with our Site Steering Committee, each of the classrooms is designed in a way to optimize the learning environment for the teachers and students. The spaces are flexible and instruction can be delivered from multiple sides of the room. These rooms draw in as much natural light as possible and will come standard with new HVAC, integrated a/v system, and acoustical finishes throughout to help maintain sound transfer and noise levels in the classrooms.

The other component of the project that is of equal importance is the academic courtyard that we are designing. One common thread that we received feedback on was the desire to create a space that encourages and promotes community and student collaboration. We took the opportunity with the orientation of the buildings to create an outdoor learning space that promotes education, collaboration, and community. It also ties directly into the existing Spartan Square, offering connectivity with the rest of the campus.

The construction cost budget listed in our Request For Proposal (RFP) was \$30,000,000. With the completion of the Design Development drawings, we are finalizing a few areas that will impact the cost estimate, but will have an update to the Board once we receive that information. District staff anticipate the cost estimate will be ready to present to the Board by early November.

During the presentation, our team will review the construction schedule and answer any questions that the Board may have.

Recommendation

The Board of Education will hear a presentation on Sunnyvale Middle School 2-Story Classroom Building Construction Project Updates.

Supporting Documents



23_1019 Board Presentation_FINAL_1



Sunnyvale Middle School 2-Story Classroom Building

Brandt Burns
Director, Facilities & Operations
October 19, 2023

agenda

- Introductions
 - Design Team
 - Steering Committee
- A Look Back
 - Facility Master Plan
 - Team Selection
 - Project Requirements & Vision
- Project Overview and Scope of Work
 - Project Scope
 - Schedule
 - Educational Partner Engagement & Process
- Site Design
- Folia Building Design
- Next Steps



project team



QUATTROCCHI KWOK
ARCHITECTS



Brandt Burns
Director, Facilities
& Operations



Amber Emery
Project Director



Helen Pierce
Principal, Design
Director



Aaron Jobson
Principal / CEO /
President



Myron Kong
Capital Projects
Manager



Ryan Holman
Senior Project
Manager



Maria Madrigal
Project Manager



Lyanne Schuster
Principal / Studio
Lead

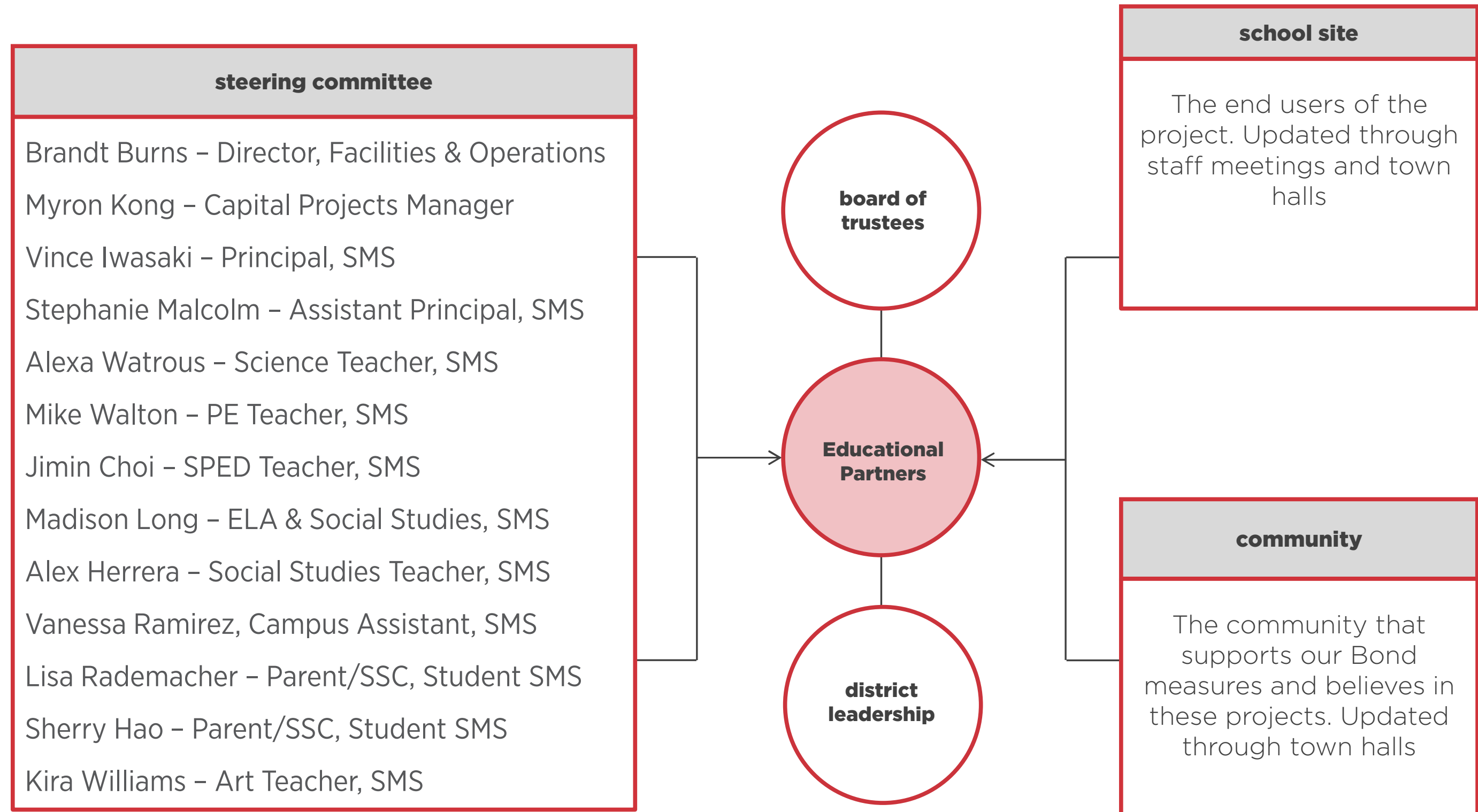


Lance Hunter
Project Landscape
Designer



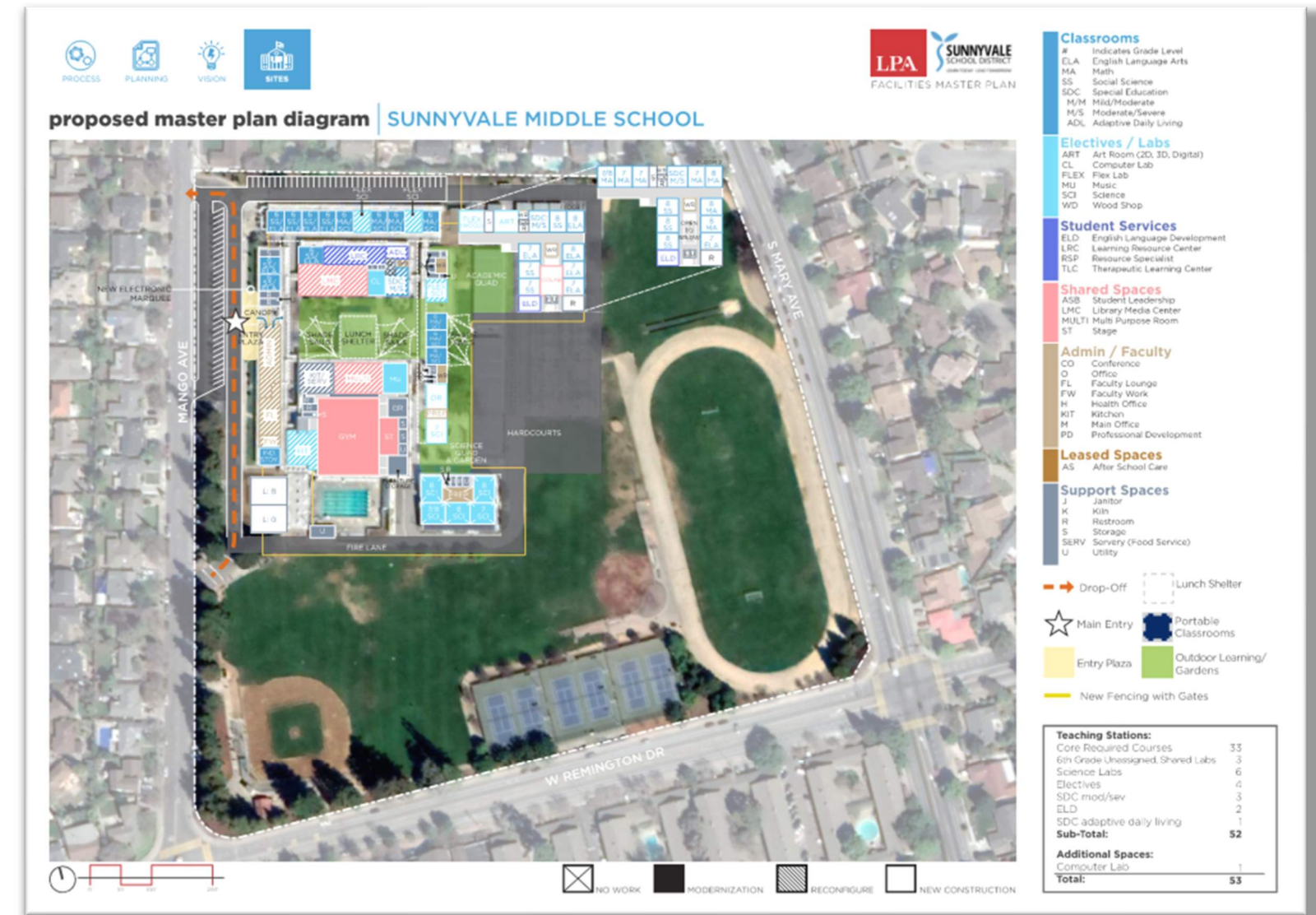
Olivia Asuncion
Project Architect

educational partners



the process

- Adoption of the Facility Master Plan
- Architect Selection
- General Contractor Selection
- Collaboration with the City of Sunnyvale (Open Space)



the why behind this project

Our Mission: Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging and changing world.

Our Vision: Each school in the Sunnyvale School District will be known for developing global-minded learners by providing an exemplary education for every student, building on individual strengths, embracing diversity, and fostering community responsibility.

California School Facilities Research Institute

The Physical Environment - physical condition of school facilities significantly affects engagement

Classroom Size and Layout - flexible classroom layouts create collaborative learning opportunities

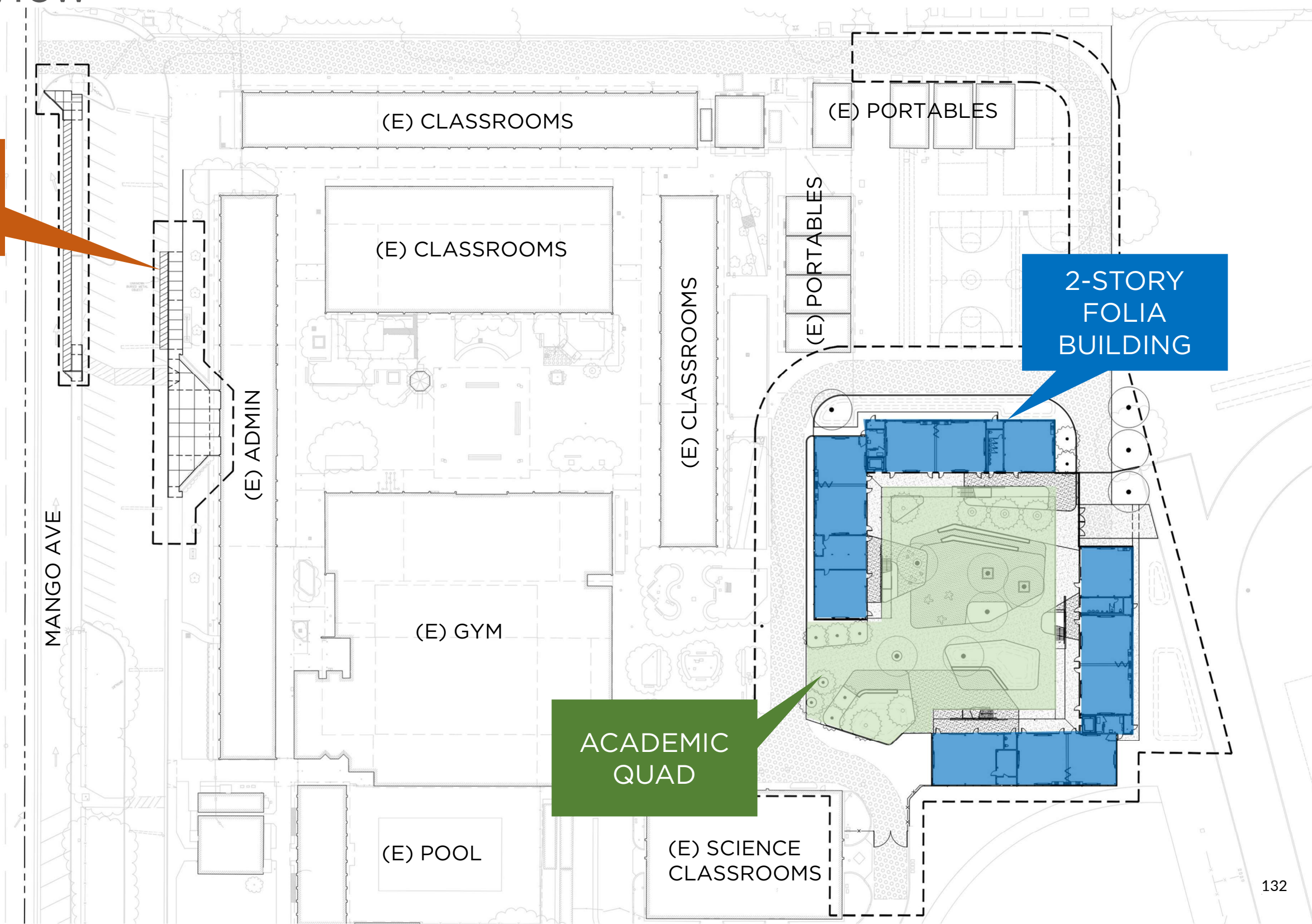
Comfort and Climate - proper HVAC are essential for conducive learning environments

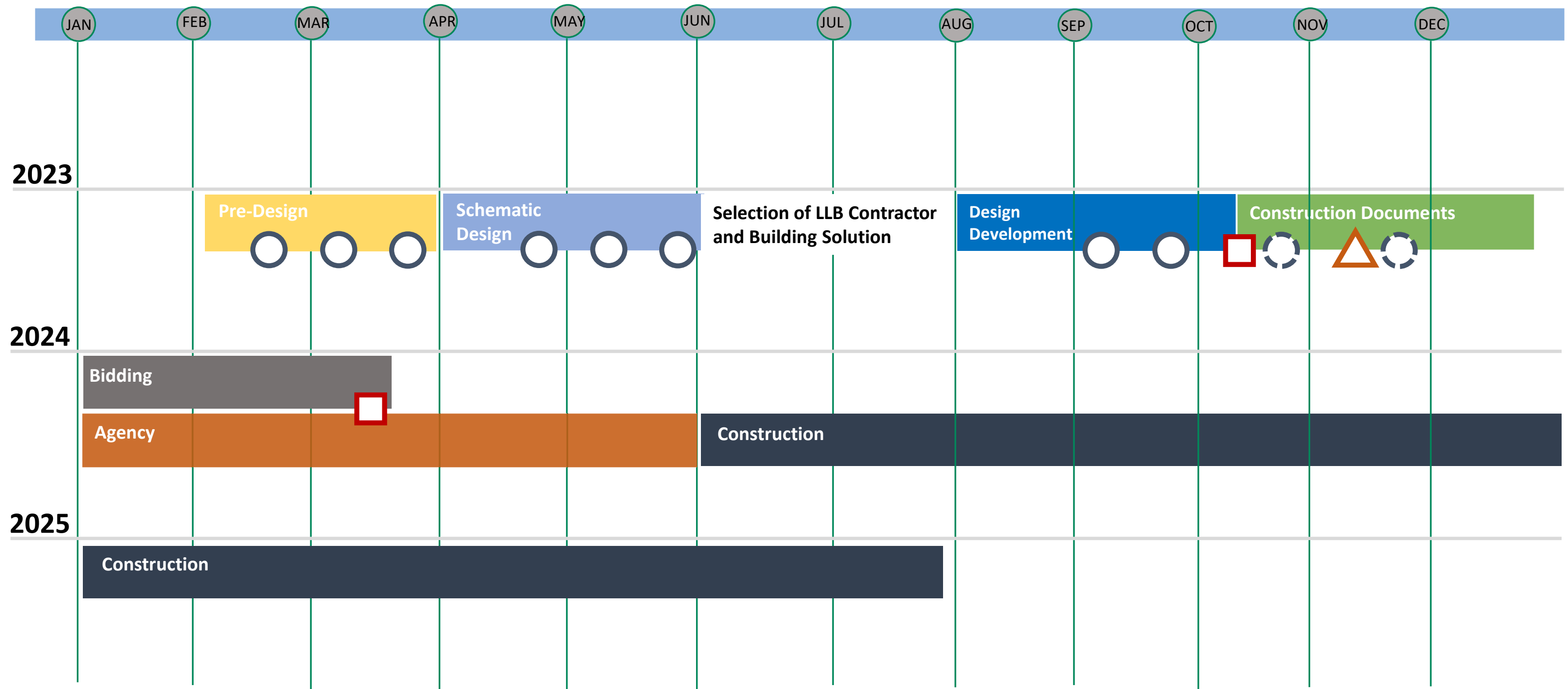
Natural Light - is linked to improved attentiveness and overall well-being

Outdoor Spaces – green outdoor space have a significant positive impact on health and academic achievement

- Construct a 2-Story Classroom Building
- Create an Academic Quad
- Complete ADA Upgrades
- Minimize Campus Disruption

PATH OF TRAVEL
IMPROVEMENTS



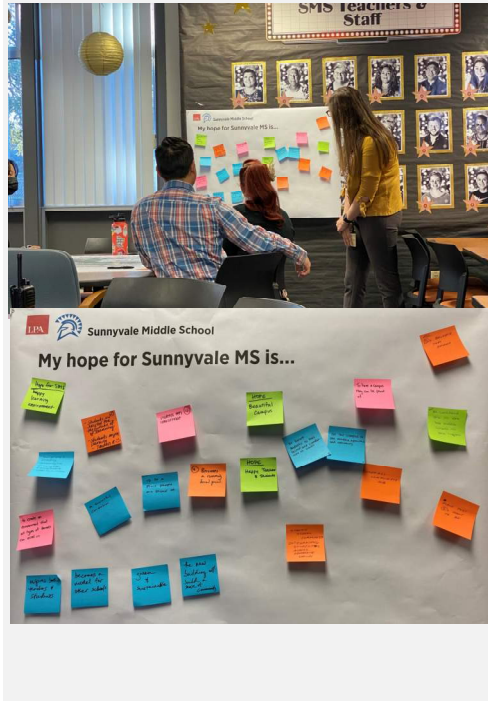


educational partner engagement & process

-Conducted (3) SSC meetings to determine:

- Visioning and project goals
- Site and building programming
- Building siting

-Determination of scope, budget, and schedule

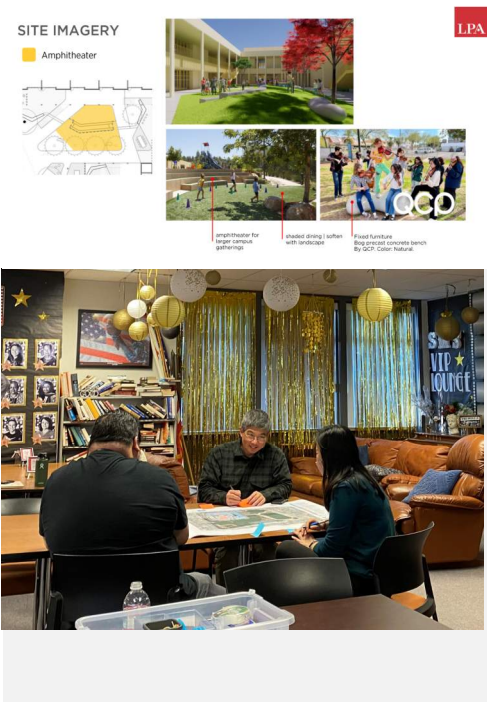


pre design

-Conducted (3) SSC meetings to determine:

- Overall design intent
- Spatial characteristics
- Finalize program

-District conducted LLB interviews and selected Blach Construction and Folia building

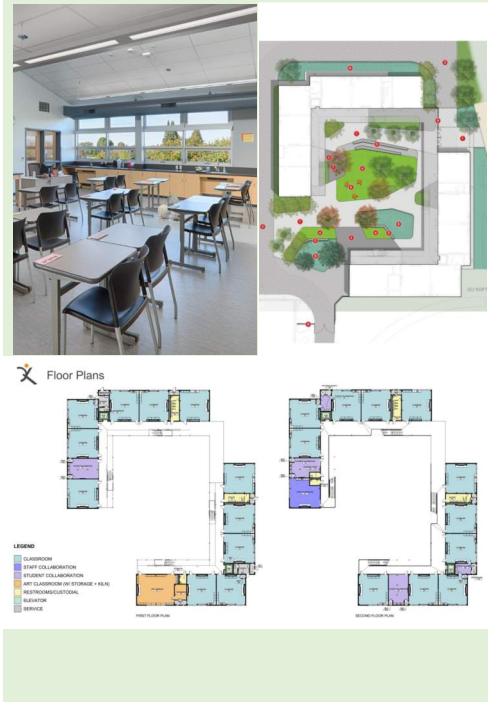


schematic design

-Continuation of SSC meetings and focus group meetings to determine:

- Final design
- Material selection

-Board of Education update

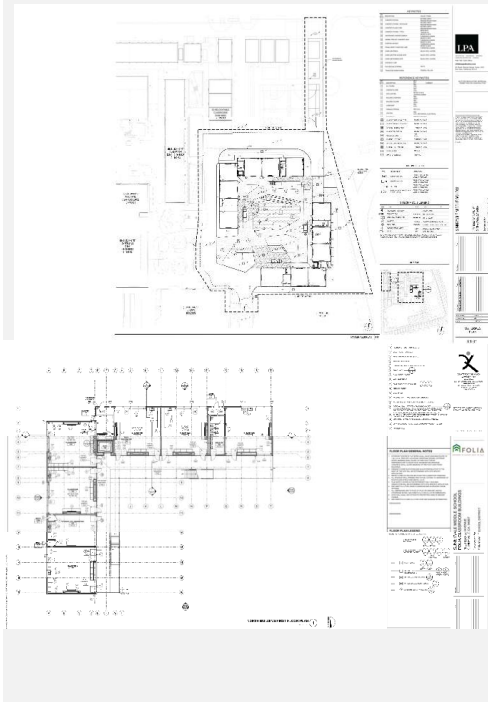


design development

-Will be conducting:

- Continuation of SSC meetings
- Staff Update Meeting
- Community Forum (11/2023)

-Finalizing of documents for DSA submittal

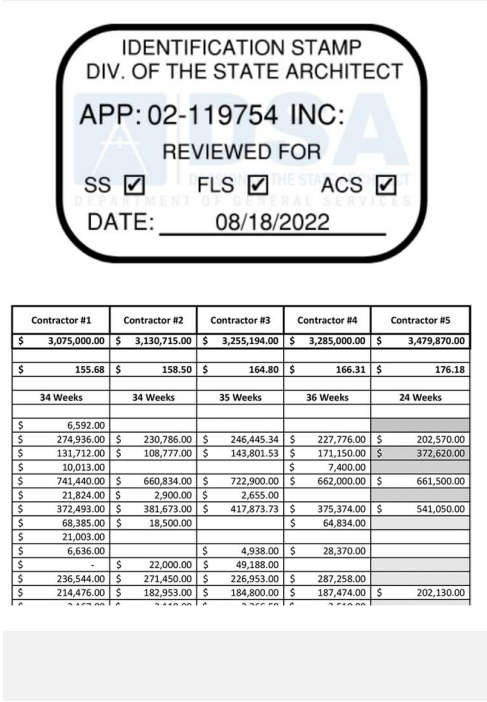


construction documents

-DSA Submittal 12/2023

-Bidding starting 01/2024

-GMP Board approval Spring 2024



permitting bidding/awarding

-Project built by Blach Construction

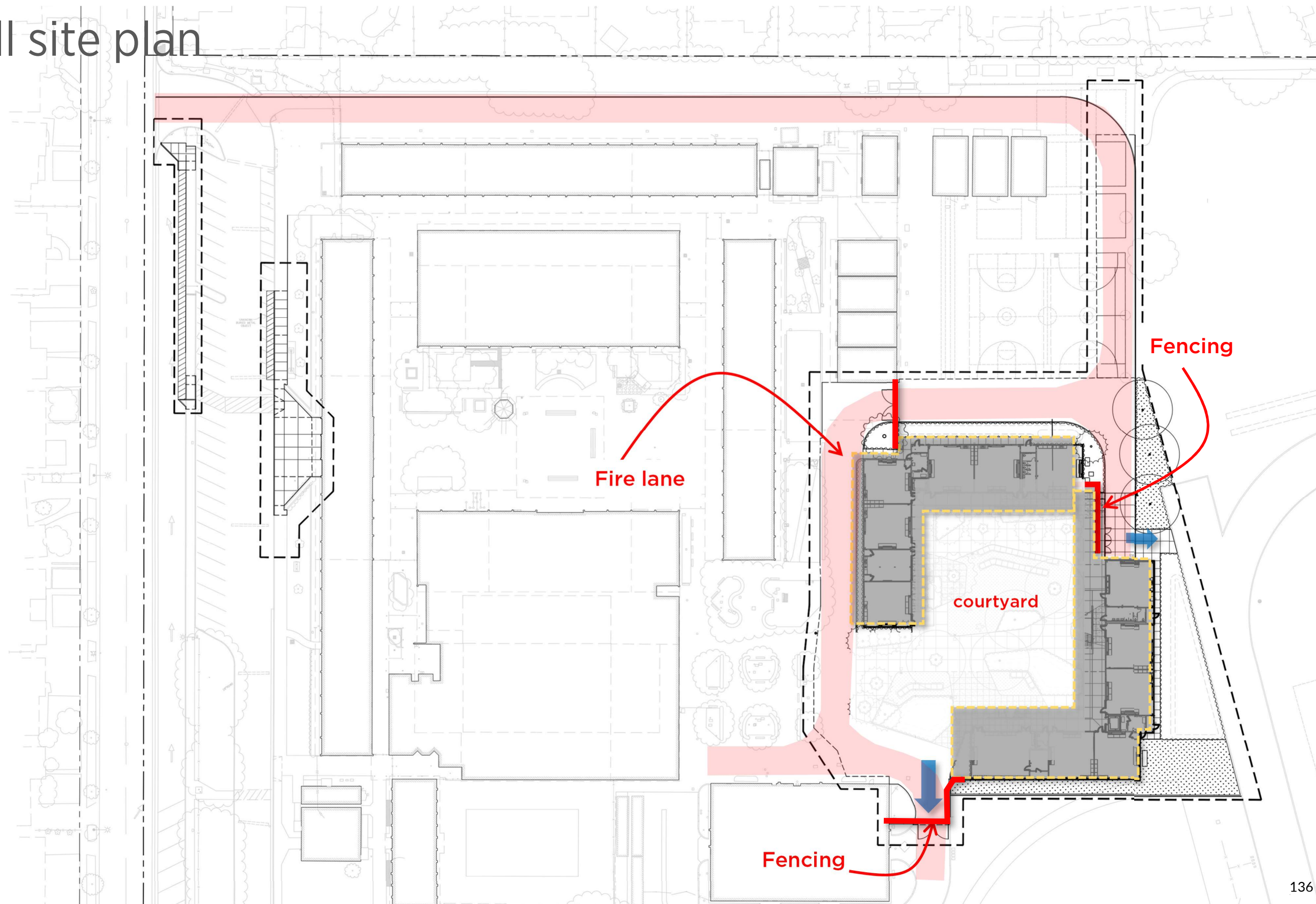
-Completion 07/2025



construction

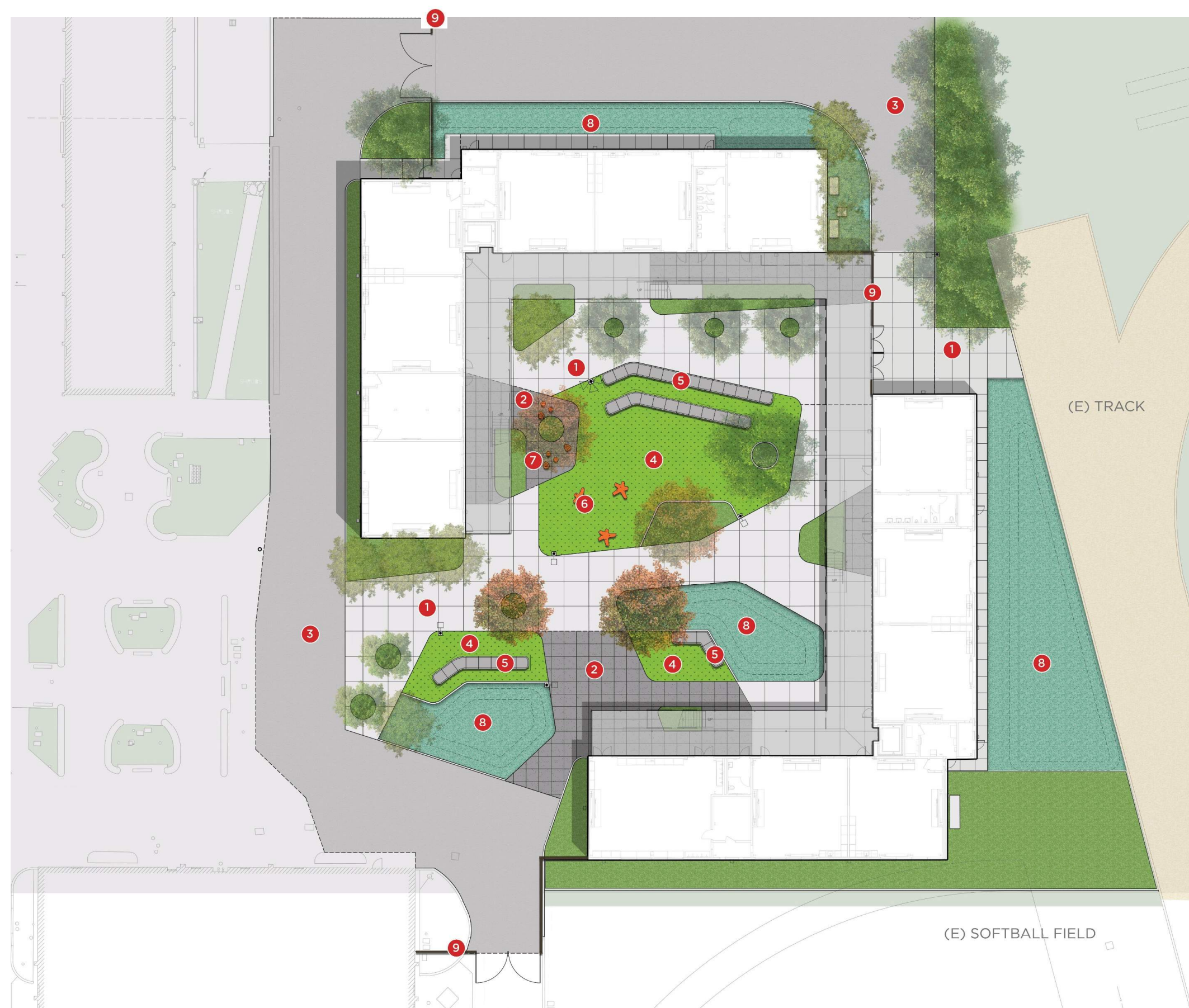
site design concept

overall site plan



LEGEND

- 1 CONCRETE PAVING - NATURAL GRAY
- 2 CONCRETE PAVING - TOPCAST
- 3 AC PAVING
- 4 SYNTHETIC TURF
- 5 PRECAST SEATWALLS
- 6 PRECAST SEATING FURNITURE
- 7 OUTDOOR LEARNING AREA
- 8 STORM WATER BASIN
- 9 CHAIN LINK FENCE & GATE



- Amphitheater / Synthetic turf
- Outdoor learning space
- Respite
- Garden
- Bioretention basin Planting



LARGE
GROUP
SPACE

Large space allows greater opportunity for physical movement and exploration and interpersonal connections.

MEDIUM
GROUP
SPACE

Breakout spaces for hands-on-learning support social interaction, teamwork and multiple different learning styles .

SMALL
GROUP
SPACE

Self-guided group discussion spaces help strengthen direct, interpersonal relationships.

INDIVIDUAL
SPACE

Places to slow down and recharge help improve impulse control and self-regulation

UN-
STRUCTURED
PLAY

Encourages problem-solving, executive functioning and imaginative play. Supports social interaction and freedom of choice.





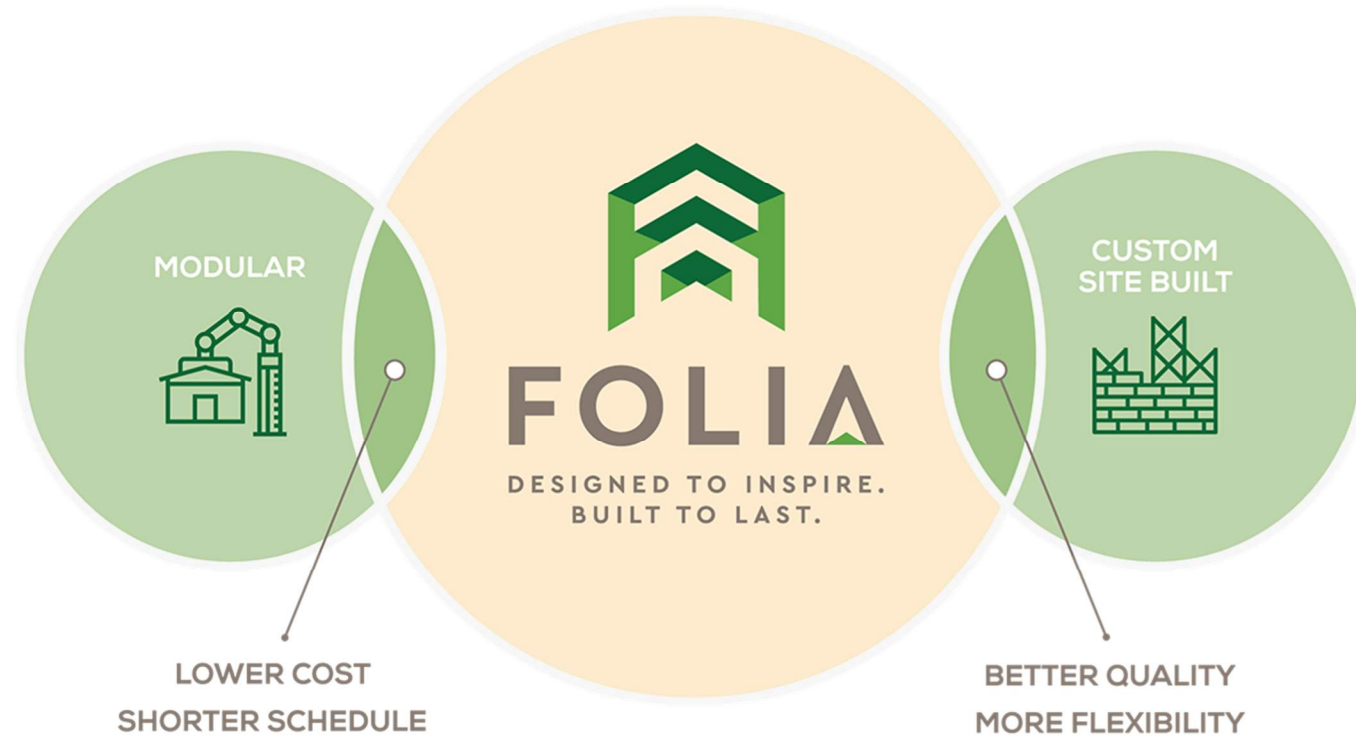






building design concept

folia overview



- HIGH-PERFORMANCE BUILDING ENVELOPE**
- OPTIONAL SOLAR PANELS**
- CLERESTORY WINDOWS**
- LED LIGHTING**
- EFFICIENT HVAC SYSTEM & NATURAL VENTILATION**
- LARGE WINDOWS WITH SUNSHADES**
- STEEL & CONCRETE FLOORS**
- INTEGRATED AV & TECHNOLOGY**

- STEEL STRUCTURE**
- CEMENT PLASTER**
- METAL ROOF**
- STAINLESS STEEL RAILING SYSTEM**
- PATENT-PENDING WALL CONNECTION SYSTEM**
- TIE-OFF POINTS**
- ALUMINUM WINDOWS AND DOORS**

High Performance



Low Maintenance





Floor Plans



FIRST FLOOR PLAN



SECOND FLOOR PLAN

LEGEND

- CLASSROOM
- STAFF COLLABORATION
- STUDENT COLLABORATION
- ART CLASSROOM (W/ STORAGE + KILN)
- RESTROOMS/CUSTODIAL
- ELEVATOR
- SERVICE



Floor Plans



FIRST FLOOR PLAN



SECOND FLOOR PLAN

LEGEND

- CLASSROOM
- STAFF COLLABORATION
- STUDENT COLLABORATION
- ART CLASSROOM (W/ STORAGE + KILN)
- RESTROOMS/CUSTODIAL
- ELEVATOR
- SERVICE



Cupertino HS Second Floor Classroom



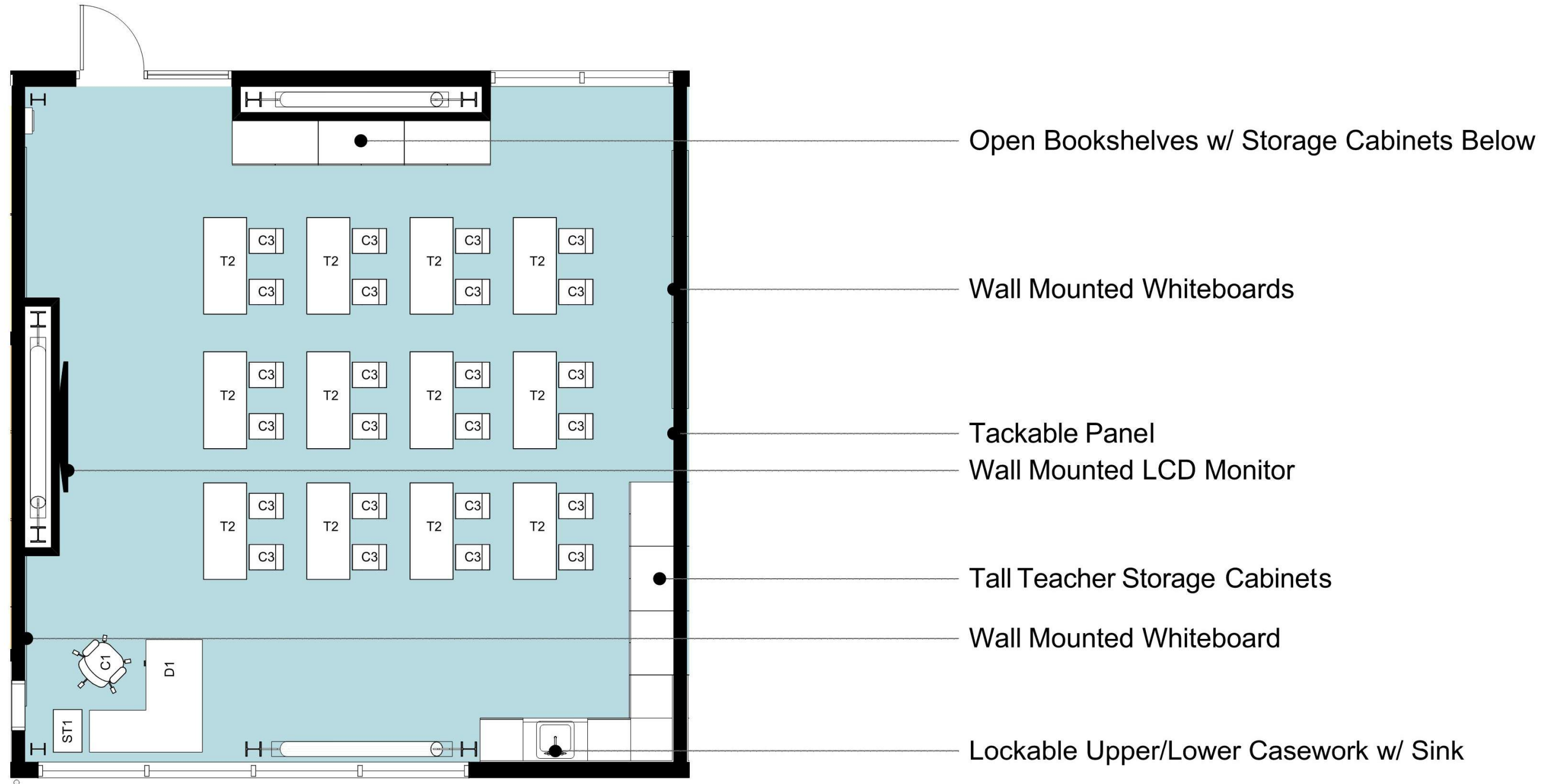
Fremont HS Educational Options Building Second Floor Classroom



Cupertino HS First Floor Classroom

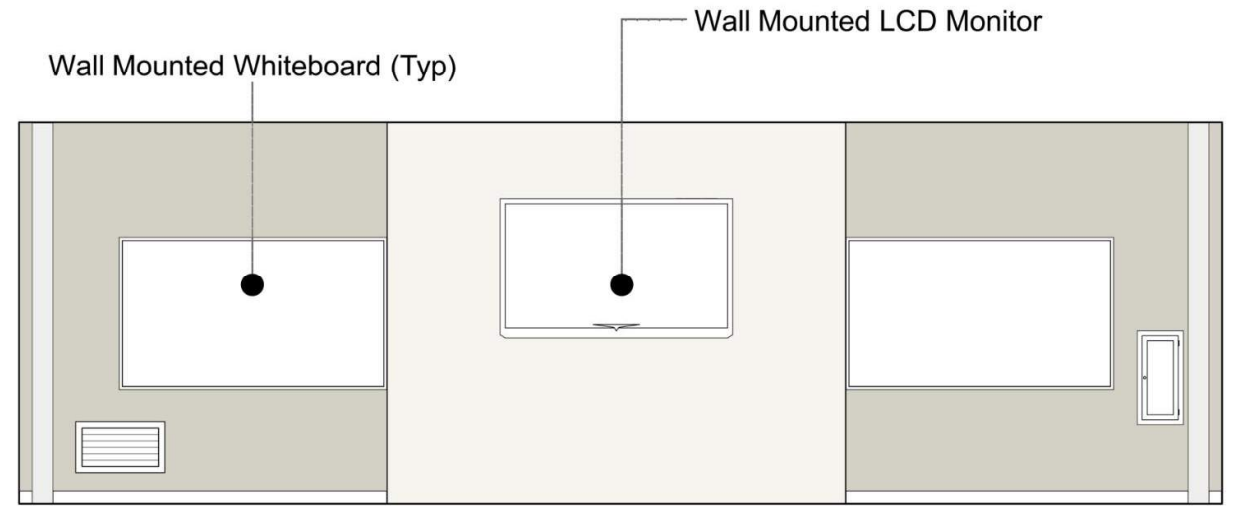


Typical Classroom

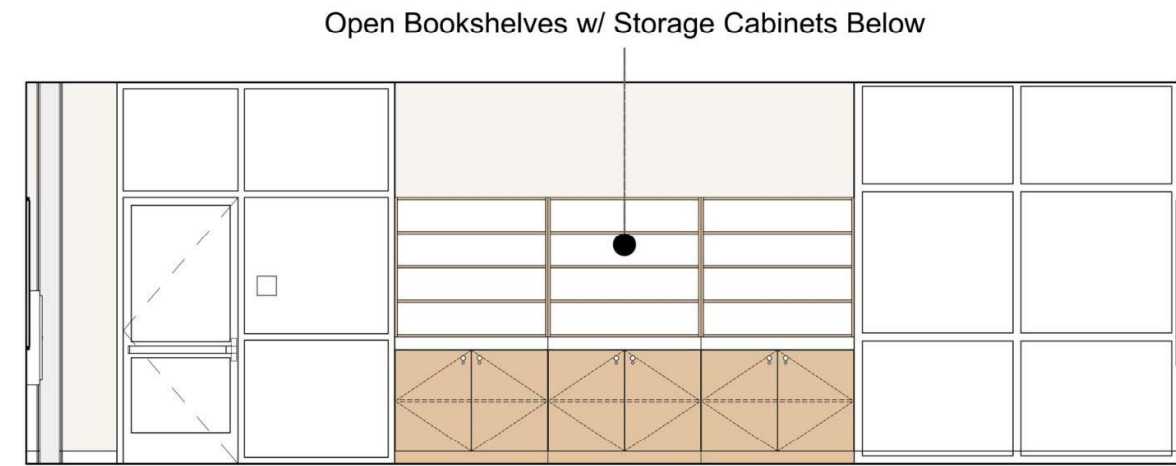




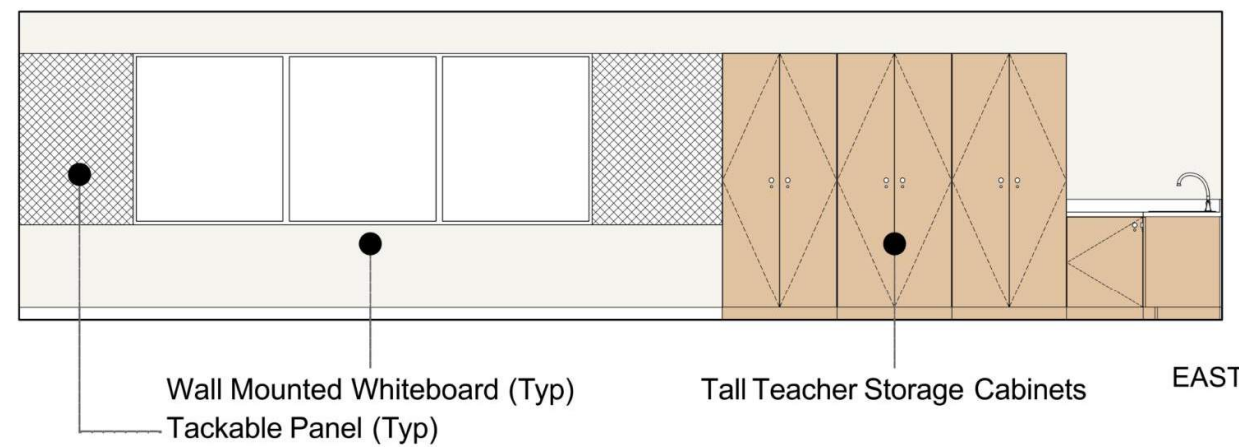
Typical Classroom Interior Elevations



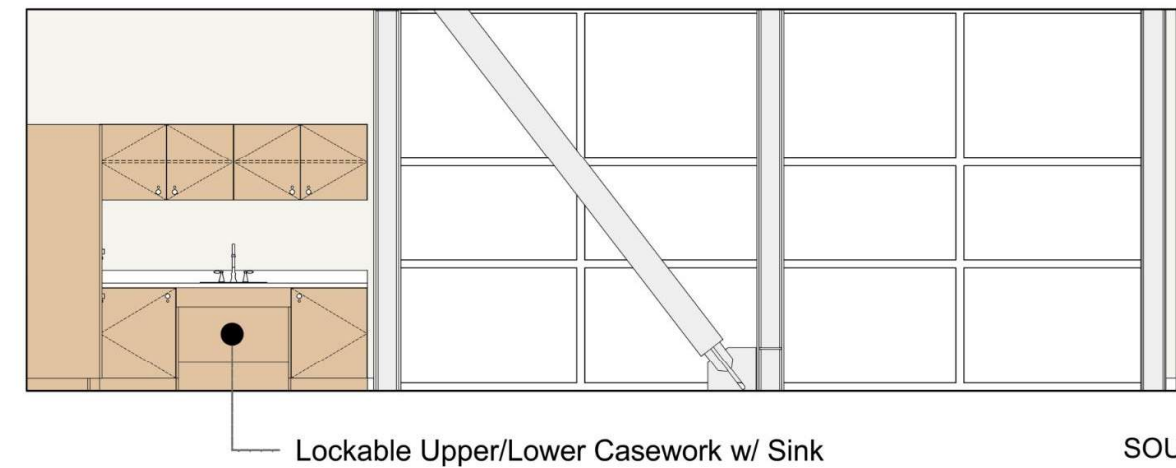
WEST



NORTH



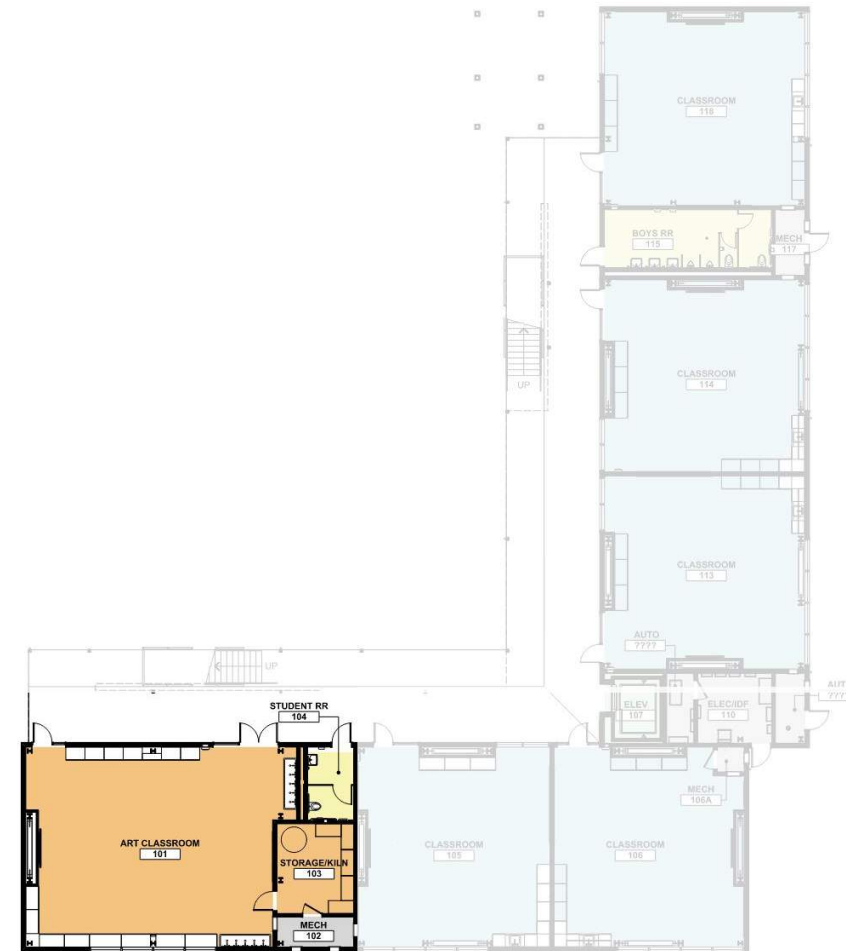
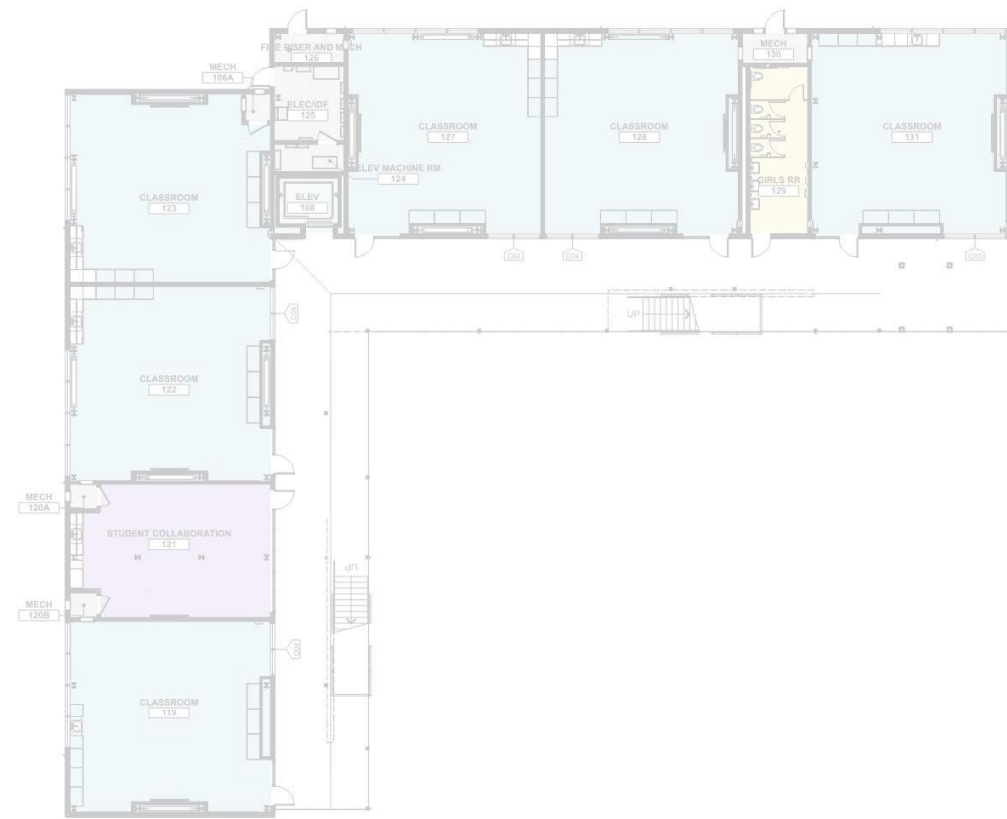
EAST



SOUTH



Floor Plans



FIRST FLOOR PLAN



SECOND FLOOR PLAN

LEGEND

- CLASSROOM
- STAFF COLLABORATION
- STUDENT COLLABORATION
- ART CLASSROOM (W/ STORAGE + KILN)
- RESTROOMS/CUSTODIAL
- ELEVATOR
- SERVICE



Fremont HS Ed Ops Building Science Classroom



Cupertino HS Science Classroom

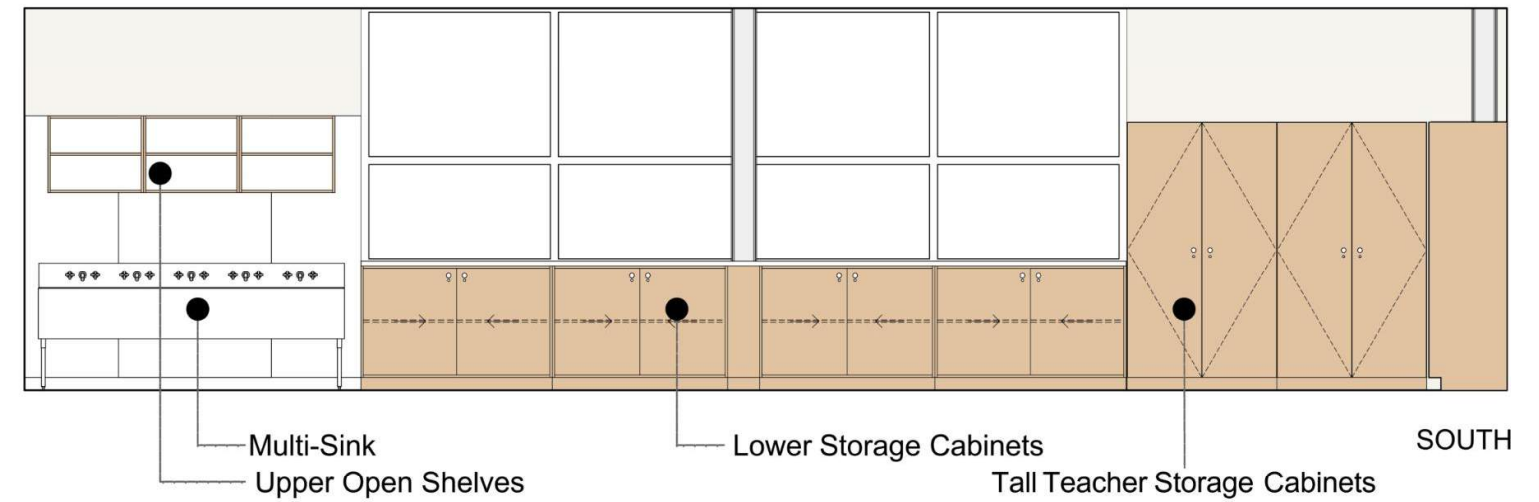
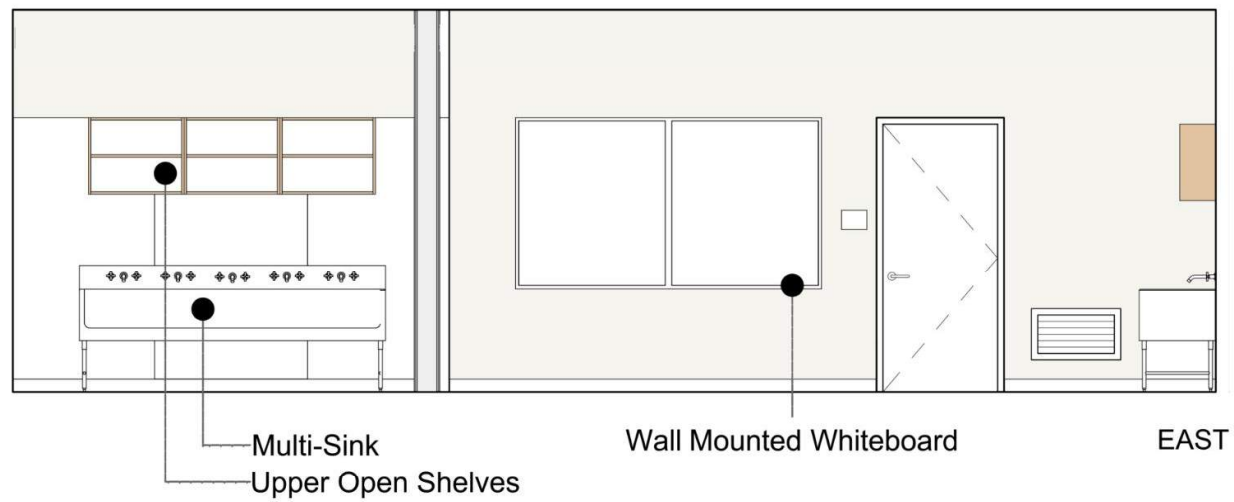
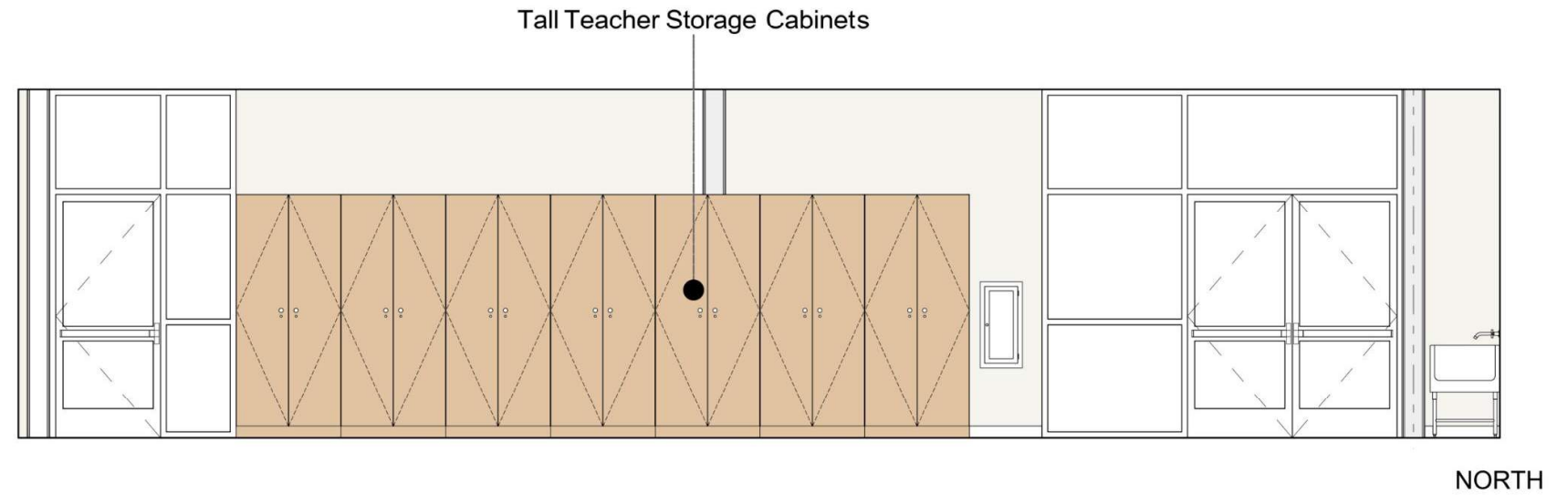
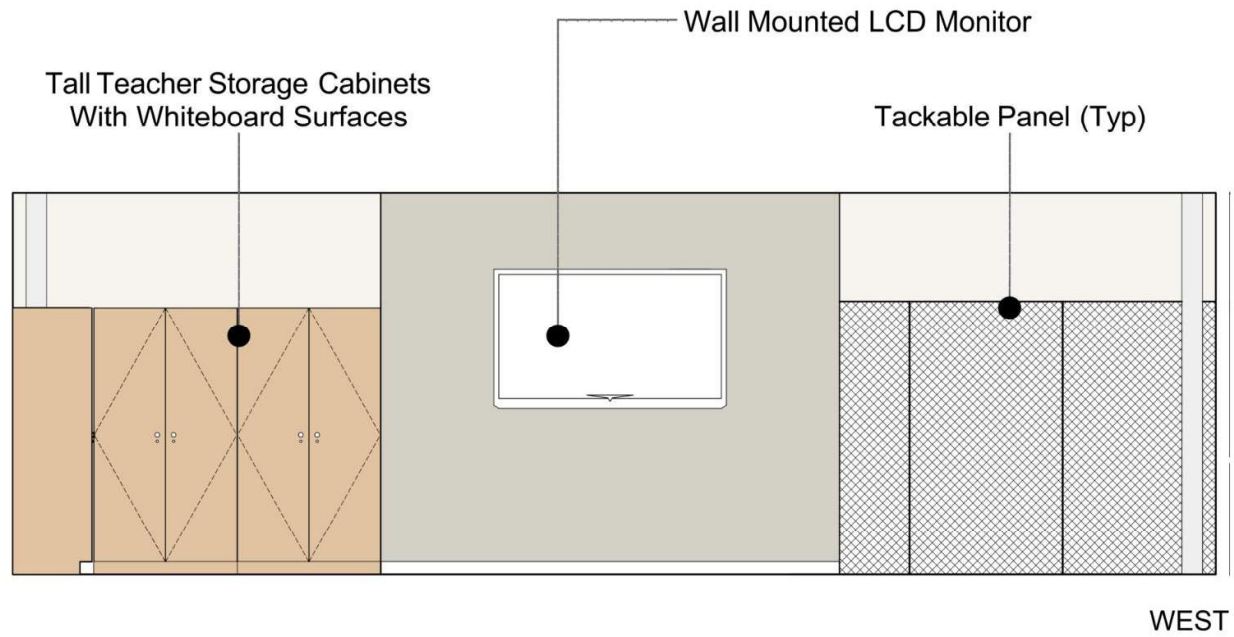


Art Classroom





Art Classroom Interior Elevations

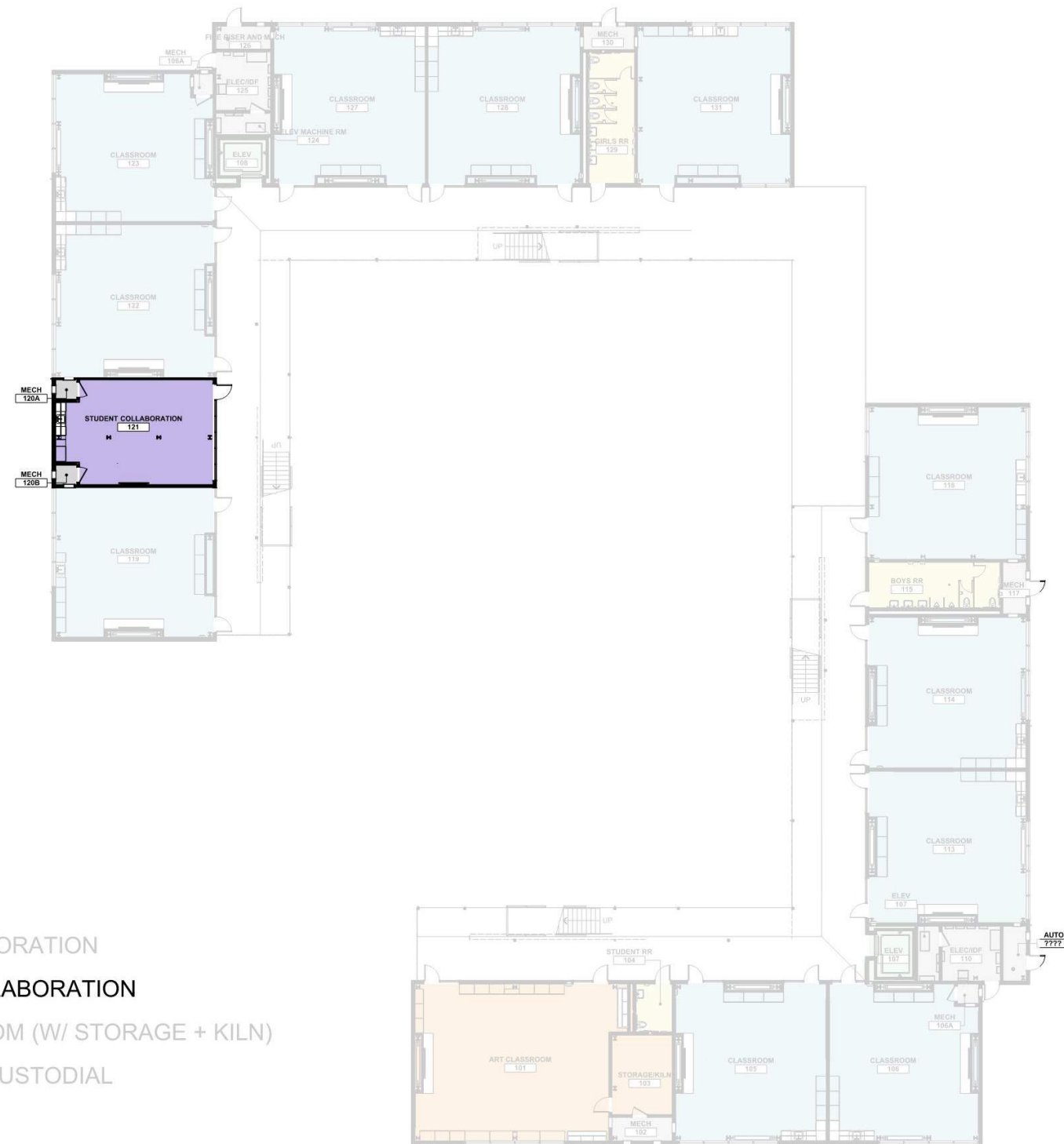




- CLASSROOM
- STAFF COLLABORATION**
- STUDENT COLLABORATION
- ART CLASSROOM (W/ STORAGE + KILN)
- RESTROOMS/CUSTODIAL
- ELEVATOR
- SERVICE



Floor Plans



FIRST FLOOR PLAN



SECOND FLOOR PLAN

LEGEND

- CLASSROOM
- STAFF COLLABORATION
- STUDENT COLLABORATION
- ART CLASSROOM (W/ STORAGE + KILN)
- RESTROOMS/CUSTODIAL
- ELEVATOR
- SERVICE

- Sunnyvale Middle School Staff Update November 2023
- Community Town Hall November 2023
- DSA Submittal in December 2023
- Construction beginning Summer 2024



questions and feedback



Changing Lives by Design™



QUATTROCCHI KWOK
ARCHITECTS





9. REVIEW AND DISCUSSION

9. A. Review Board Self-Evaluation Timeline and Purpose

Contact Person

Michael Gallagher, Ed.D., Superintendent

Description

The Board has its Board Self-Evaluation discussion scheduled for November 16, during the Governance Team Development meeting. So here's the proposed timeline:

October 20: CSBA's Board Self-Evaluation Survey Sent to Each Board Member

November 8: Deadline to Complete Your Board Self-Evaluation Survey

November 16: Discuss Results During the Governance Team Development Meeting

As a reminder, here's some information from CSBA about the purpose of this process:

Why do school boards evaluate themselves?

CSBA believes the board self-evaluation can strengthen board performance and lead to improved district performance and greater community confidence in the board and the district. Board self-evaluation is an important responsibility for the board for three reasons:

- 1. School boards evaluate themselves to demonstrate that district leadership is committed to continuous learning at every level. To do this, districts must invest in the professional development of every adult in the system, including the district's governing board.*
- 2. School boards evaluate themselves to create a culture of using feedback to get better. If districts need to be data-driven, so do boards. By conducting the self-evaluation, boards help create a culture that makes it safe to reflect on performance in order to improve it.*

School boards evaluate themselves to demonstrate accountability to the community that elected them. As an elected entity, the board has an obligation to report back to the community on how well the board is performing in its service to the students and the district that serves them.

Recommendation

It is recommended that the Board review the Board Self-Evaluation Timeline and Purpose.



10. REVIEW AND ACTION

10. A. Authorization to Request Proposals for Food Service Management

Contact Person

Lori van Gogh, Chief Business Officer

Description

Sunnyvale School District has been using the consulting services of a Food Service Management Company since 1997. The state requires school districts to bid competitively for these professional services every five years. As the District is approaching the end of the contract period, management is requesting authorization to seek proposals for another five-year term beginning July 1, 2024. The Nutrition Services Division of the California Department of Education is responsible for the review and approval of the Request for Proposal document and is currently in the review process. Once approved by the state and with authorization of the Board of Education, the District will advertise, collect, and evaluate proposals. The Request for Proposal document is available for public inspection upon request. A recommendation will be submitted to the Board of Education for review and approval of the final contract for Food Service Management upon completion of the process.

Recommendation

It is recommended that the Board of Education grant authorization to request proposals for Food Service Management for a five-year period beginning July 1, 2024.



11. CONSENT AGENDA ITEMS

Quick Summary / Abstract

Any item on the Consent Agenda is subject to review and discussion prior to being approved by the Board. If necessary, any item(s) may be removed for separate action. The public may address the Board regarding any item(s) on the Consent Agenda.

11. A. Approval of Minutes

Contact Person

Michael Gallagher, Ed.D., Superintendent

Description

BB 9324:

"The Governing Board recognizes that maintaining accurate minutes of Board meetings helps foster public trust in Board governance and provides a record of Board actions for use by district staff and the public. "

Recommendation

It is recommended that the Board approve the Minutes from 10/5/23 meeting

Supporting Documents



Minutes 10.5.23



MEETING MINUTES

Our Mission

Sunnyvale School District provides every student with a strong foundation of academic, behavioral, and social-emotional skills to prepare them for success in a diverse, challenging, and changing world.

- Agenda materials are available online and in the Superintendent's Office upon request.
- Individuals requiring special accommodation should contact the Superintendent's Office at least two working days before the meeting date.

STREAM LIVE: CLICK HERE(<https://simbli.eboardsolutions.com//SU/WyR3sDftosrsoesb9BLslshPg==>)

Attendees

Voting Members

Michelle Maginot, Board Member
Nancy Newkirk, Board Member
Bridget Watson, Board Member
Isabel Jubes-Flamerich, Board Member

1. OPENING OF MEETING BY BOARD PRESIDENT

Board President Jubes-Flamerich called the meeting to order at 6:01 PM.

A. Roll Call

All Trustees present except Trustee Le.

B. Pledge of Allegiance

Board President Jubes-Flamerich led the pledge of allegiance.

C. Living Land Acknowledgement

Board President Jubes-Flamerich read the Living Land Acknowledgement.

2. APPROVAL OF AGENDA

On motion by Michelle Maginot and second by Bridget Watson, the Board amended the Agenda by placing item #9.C before #9.A. (VOTE: 4-0)

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

3. STUDY SESSION

A. Beginning of the Year Data & CAASPP

Tasha L. Dean, Ed.D., Chief Teaching and Learning Officer, Christina Ballantyne, Ed.D., Director of Curriculum, Instruction, and Assessment, and Jonathan Watts, Coordinator of Curriculum, Instruction, and Assessment, presented on Beginning of the Year Data. (See PowerPoint for details.)

Peggy Brewster, parent, expressed that the teachers may be burning out and are showing signs of discomfort but understood having productive discomfort could assist in focusing on goals.

Aarthi Ramaswamy, parent, expressed concern about the achievement gap and the technology the students are using. She expressed that some apps are addicting to students.

4. COMMENTS FROM THE BOARD AND SUPERINTENDENT

Break: 7:08-7:14 PM

Bridget Watson:

- Attended:
 - Bishop School Site Visit
 - California Latino School Boards Association (CLSBA) Conference - Opening Reception (Conference canceled due to hotel contract dispute)
 - Californians Together: CalNEW Webinar #1: Resources and Lessons for Districts Serving Newcomers
 - City of Sunnyvale - State of the City
 - CSBA SF Bay Area Delegates Meeting
 - FUHSD Adult School Run Hide Defend Training
 - FUHSD Adult School - Taught ESL classes M/W evenings
 - Rotary Club Meeting - Organization Day
 - SEA Back to School Picnic in the Park
 - SSD Board Office Hours at Bishop
 - SSD Bond/ Parcel Tax Survey Results Review Meeting
 - SSD Health and Wellness Meeting
- SCCSBA Reminders:
 - Friday 10/6 at 11:30 AM October Networking Lunch at *Aqui* in Cupertino
 - Wednesday 10/11 at 12 PM Lunch and Learn Zoom Meeting with County Superintendent Dr. Mary Ann Dewan
 - Monday 10/23 at 6:00 PM: SCCOE *Teacher Recognition Celebration* at Campbell Heritage Theater
 - Wednesday 10/25 at 6:00 PM SCCSBA Annual *Fall Dinner*: Maggiano's Restaurant in San Jose (on Santana Row). Student Panel: Topic: Environmental Sustainability in Schools
 - Thursday 11/30 (Time TBD) Region 20/ Region 5 *Reception/ Mixer*

Nancy Newkirk:

- Read an article on Psych Today and will be emailing the article to the Board and Dr. Gallagher.

- Will be attending her 50th high school reunion.

Michelle Maginot:

- Visited Columbia Middle School for the Author Visit and shared an appreciation to staff for organizing the author's visits.
- Reminded the Board of a community event:
 - October 14, 2023 - Fire Fighter Pancake Breakfast
- Reminded the Board to review the Board School Site Visits schedule

Isabel Jubes-Flamerich:

- Attended:
 - CLSBA Conference in Long Beach (Event was canceled due to hotel contract dispute)
 - State of City (Sunnyvale) event
 - Visited: Lakewood and Bishop Schools

Superintendent Dr. Gallagher:

- Thanked Rachel Bross, District Librarian, for scheduling the author's to visit our schools for the week of October 2 - 6, 2023.
- Informed the Board on having our vendor, Performance Fact, to present at the October 19, 2023 board meeting to discuss the Strategic Plan.

5. COMMENTS FROM THE SUNNYVALE EDUCATION ASSOCIATION

None

6. COMMENTS FROM THE CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION

None

7. COMMENTS FROM THE PUBLIC

Aarthi Ramasamy, a parent, expressed concern on technology in the classrooms. She expressed that the tools utilized are fragmented and insufficient and many apps are addicting to students.

8. PRESENTATIONS

A. Staffing and Hiring Update

Jeremy Nishihara, Assistant Superintendent of Human Resources and IS, and, Mary Beth Allmann, Director of Human Resources, presented on staffing and explained the hiring process. (See PowerPoint for details)

Aarthi Ramaswamy, a parent, asked about the demographics of the staff and if the District sponsors potential teachers on Visas.

9. REVIEW AND DISCUSSION

A. Review and Discuss Board Policy 1113 - District and School Websites

Alia Wilson, Communication Coordinator, reviewed Board Policy 1113 on District and School Websites. The Board of Education advised to place the policy on the Consent Agenda at the next board meeting.

B. Review and Discuss Board Bylaw 9270 - Conflict of Interest

Superintendent Dr. Gallagher reviewed Board Bylaw 9270 on Conflict of Interest. The Board of Education advised to place the bylaw on the Consent Agenda at the next board meeting.

C. Review and Discuss the Survey of Sunnyvale School District Likely Voters Conducted September 2023

Jessica Polsky-Sanchez, EMC Research, Inc., presented the Survey of Sunnyvale School District likely voters conducted September 2023 results. (See PowerPoint for details)

10. REVIEW AND ACTION

A. Public Hearing: Sufficiency of Textbooks, Supplemental Materials and approve Resolution #R24-05; In the Matter of Sufficiency of Instructional Materials

OPEN: 8:46 PM
CLOSED: 8:52 PM

Aarthi Ramaswamy, a parent, asked what sufficiency meant in the resolution. Ms. Ramaswamy wanted to learn more about what is considered appropriate and sufficient for students. Ambrosia, a parent, asked what is sufficient materials for a fourth and seventh grade student.

On a motion from Bridget Watson and second by Nancy Newkirk, the Board of Education approved Resolution #R24-05; In the Matter of Sufficiency of Instructional Materials.

Motion made by: Bridget Watson
Motion seconded by: Nancy Newkirk
Voting:
Unanimously Approved

B. Approval To Enter Into An Agreement For Architectural Services with Quattrocchi Kwok Architects (QKA) For The Sunnyvale Middle School 2-Story Classroom Building

Motion made by: Michelle Maginot
Motion seconded by: Bridget Watson
Voting:
Unanimously Approved

C. Approval of the El Camino Healthcare District Community Benefit Grant Agreement

Motion made by: Nancy Newkirk
Motion seconded by: Bridget Watson
Voting:
Unanimously Approved

11. CONSENT AGENDA ITEMS

On a motion by Michelle Maginot and second by Bridget Watson, the Board of Education approved Consent Items #A through #J. (VOTE: 4-0)

A. Approval of Minutes

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

B. Approval of Personnel Assignment Order 23-05

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

C. Approval of General Contractor Agreements (Andy Chacon, Taniela Feliciano-Takafua, Aya Healthcare)

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

D. Approval of Performance Fact Agreement to Assist the District in Development of its Strategic Plan and LCAP

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

E. Approval To Amend The Agreement Between the LPA Inc And Sunnyvale School District For The Sunnyvale Middle School 2-Story Classroom Building

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

F. Approval of Change Order #01 - Fairwood ES HVAC & Roof Replacement

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

G. Approval of Change Order #01 - Vargas ES HVAC, Roof Replacement, & Painting Project

Motion made by: Michelle Maginot

Motion seconded by: Bridget Watson

Voting:

Unanimously Approved

H. Approval of Fundraising Activities

Motion made by: Michelle Maginot
Motion seconded by: Bridget Watson
Voting:
Unanimously Approved

I. Approval of Board Policy 5148 - Child Care and Development

Motion made by: Michelle Maginot
Motion seconded by: Bridget Watson
Voting:
Unanimously Approved

J. Approval of Board Policy 6174 - Education For English Learners

Motion made by: Michelle Maginot
Motion seconded by: Bridget Watson
Voting:
Unanimously Approved

12. INFORMATION AGENDA

A. Williams Uniform Complaint Settlement Quarterly Report

13. FUTURE MEETINGS/ADJOURNMENT

9:07 PM

The Board of Education adjourned the meeting.

Clerk, Board of Education

Date Approved

11. B. Approval of General Contractor Agreements (Daniel McCune, Sherly Caliboso, Xinhui Sun, Pacific Office Automation) 

Contact Person

Jeremy Nishihara - Assistant Superintendent, Human Resources and Information Systems

Description

The following agreements have been tentatively agreed to by Sunnyvale School District management, and are subject to approval or ratification by the Board of Education. A signed copy of each agreement, in its entirety, is on file in the Human Resources Department.

Recommendation

It is recommended that the Board approve the General Contractor Agreements (Daniel McCune, Sherly Caliboso, Xinhui Sun, Pacific Office Automation) as listed.

Supporting Documents

General Contract Agenda 10.19.23 attachment

Sunnyvale School District
Board of Education

<u>Contractor</u>	<u>Amount/Date</u>	<u>Services</u>
Daniel McCune Funding Sources: 0140010C5830 CON 23-24-90	Not to Exceed \$6,600.00 September 22, 2023 thru June 30, 2024	Will provide afterschool co-op coaching at Columbia Middle School for the 2022-23 school year.
Sherly Caliboso Funding Sources: 0140010C5830 CON 23-24-91	Not to Exceed \$6,600.00 September 29, 2023 thru June 30, 2024	Will provide afterschool co-op coaching at Columbia Middle School for the 2022-23 school year.
Xinhui Sun Funding Sources: 0140010S5830 CON 23-24-92	Not to Exceed \$6,600.00 October 9, 2023 thru June 30, 2024	Will provide afterschool co-op coaching at Sunnyvale Middle School for the 2022-23 school year.
Pacific Office Automation Funding Sources: 0181010A5830, 0181010B5830, 0181010R5830, 0181010F5830, 0181010J5830, 0181010G5830, 0181010C5830, 0181010H5830, 0181010S5830, 5310037N5830 CON 23-24-93	Retainer October 91, 2023 thru October 19, 2028	Will provide Konica Minolta copiers and Riso machines along with supplies, parts and labor servicing for the supplied machines at Bishop, Cherry Chase, CMS, Cumberland, Fairwood, Lakewood, San Miguel, SMS and child nutrition office.

11. C. Approval of the Intent to submit the Continued Funding Application for Sunnyvale State Preschool 2024-2025

Contact Person

Stacy Esquibel, Preschool Program Manager

Description

Each year, the California Department of Education requires that California State Preschool Program providers indicate their intent to continue to provide this program in the following academic year. The intent is expressed in the Fall or Winter of the preceding year.

The intent involves sharing the next year's school calendar and assurances that guidelines regarding credentialing and procedures will be followed. The actual contract for the next academic year will be provided at a later date.

Recommendation

It is recommended that the Board approve the California State Preschool Program's intent to submit the Continued Funding Application for the fiscal Year 2024-2025 and automatically renew the contract for the Fiscal year 2024-2025.

Supporting Documents



2024-2025 Preschool Continued Funding Application

RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency's current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2024–2025. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2024–2025 contract documents.

RESOLUTION

BE IT RESOLVED that the Governing Board of
Sunnyvale School District

authorizes that the person/s listed below, is/are authorized to sign the FY 2024–2025 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S
Dr. Michael Gallagher	Superintendent
Ms. Linda Van Mouwerik	Director of Special Education
Ms. Stacy Esquibel	Preschool Program Manager

PASSED AND ADOPTED THIS 19th day of October (month year), by the
Governing Board of Sunnyvale School District
of Santa Clara County, in the State of California.

I, Isabel Jubes-Flamerich, Clerk of the Governing Board of
Sunnyvale School District, of Santa Clara County, in the

State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

RESOLUTION AUTHORIZING CONTINUED FUNDING APPLICATION

This resolution is adopted to certify approval of the Governing Board to submit the Continued Funding Application (CFA) to the California Department of Education (CDE). If the CFA is approved by the CDE, the agency’s current California State Preschool Program contract and Prekindergarten and Family Literacy Support contract, if applicable, will be automatically renewed for fiscal year (FY) 2024–2025. This resolution further authorizes the designated representative(s) below to sign the CFA and all related FY 2024–2025 contract documents.

RESOLUTION

BE IT RESOLVED that the Governing Board of

authorizes that the person/s listed below, is/are authorized to sign the FY 2024–2025 CFA and all related contract documents for the Governing Board.

NAME/S OF AUTHORIZED REPRESENTATIVE/S	TITLE/S

PASSED AND ADOPTED THIS _____ day of _____ (month year), by the Governing Board of _____ of _____ County, in the State of California.

I, _____, Clerk of the Governing Board of _____, of _____ County, in the State of California, certify that the foregoing is a full, true and correct copy of a resolution adopted by the said Board at a meeting thereof held at a regular public place of meeting and the resolution is on file in the office of said Board.

(Clerk's Signature)

(Date)

11. D. Approval of Resolution #R24-6; In the Matter of 2022-2023 Education Protection Account

Contact Person

Lori van Gogh, Chief Business Officer

Description

Proposition 30, a Sales and Income Tax Increase Initiative, was approved by the voters on November 6, 2012. Proposition 30 was intended to minimize deeper cuts to school agencies and other state-supported programs in California. It is also to gradually support the restoration over time of previous cuts imposed during the recession. An Education Protection Account (EPA) was created in the State General Fund to receive and disburse the revenues derived from the incremental increases in taxes.

The creation of EPA by Proposition 30 not only impacts cash flow patterns but also has an accountability component. The following requirements must be met by the District:

- The spending plan must be approved by the Board of Education during a public meeting
- EPA funds cannot be used for the salaries or benefits of administrators
- Each year the District must publish on its website an accounting of how much money was received from the EPA and how the funds were expended

Recommendation

It is recommended the Board of Education approve Resolution #R24-06; In the Matter of authorizing receipt and spending funds from the Education Protection Account for the 2022-2023 school year.

Supporting Documents



Resolution R24-06 EPA FY22-23



2022-23 EPA Expenditures

**RESOLUTION OF THE GOVERNING BOARD OF
SUNNYVALE SCHOOL DISTRICT REGARDING THE EDUCATION
PROTECTION ACCOUNT**

RESOLUTION NO. R24-06

WHEREAS, the voters approved Proposition 30 on November 6, 2012;

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012;

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f);

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year;

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within ten days preceding the end of the fiscal year;

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts;

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government;

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction;

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board;

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost;

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent;

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution;

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, IT IS HEREBY RESOLVED:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Sunnyvale School District;

2. In compliance with Article XIII, Section 36(e), with the California Constitution, the governing board of the Sunnyvale School District has determined to spend the monies received from the Education Protection Act on salaries and benefits of classroom teachers.

THE FOREGOING RESOLUTION WAS PASSED AND ADOPTED upon the motion of _____, seconded by _____, at a regular meeting of the Governing Board on October 19, 2023, by the following vote:

AYES: _____

NOES: _____

ABSENT: _____

ABSTAIN: _____

I, Michael Gallagher. Ed.D., Secretary of the Governing Board, do hereby certify that the foregoing is a full, true, and correct copy of a resolution passed and adopted by the Board at a regularly called and conducted meeting held on said date.

WITNESSED this 19th day of October 2023.

Secretary of the Governing Board

Fund Summary with Actuals

01 - General - Unrestricted	
1400 - EPA	
	2022-23
	Unaudited
	Actuals
<u>Income</u>	
801200 - EPA	1,177,990.00
8 - Revenue	1,177,990.00
Income	1,177,990.00
<u>Expense</u>	
111000 - K-5 Classroom Teachers	841,511.24
115100 - Sub Teacher-Medical Leave	11,761.09
115400 - Sub Teacher-Jury Duty	200.00
1 - Certificated Salaries	853,472.33
310100 - State Teachers Retirement System, Certi	161,869.31
331100 - OASDI - Certificated	117.80
332100 - Medicare - Certificated	11,928.88
340100 - Health & Welfare Benefits, Certificated	132,875.42
350100 - State Unemployment Insurance, Certificat	4,113.47
360100 - Workers Compensation Insurance, Certifi	13,419.55
390100 - Other Benefits TSA, Certificated positio	193.24
3 - Benefits	324,517.67
Expense	1,177,990.00
1400 - EPA	

11. E. Approval of Memorandum of Understand (MOU) between Sunnyvale School District and California School Employee Association and its Chapter #205 (CSEA) Re: Dental Indemnity Plan Option

Contact Person

Jeremy Nishihara - Assistant Superintendent, Human Resources and Information Systems

Description

The District is a member of the Santa Clara County Schools' Insurance Group ("SCCSIG"), which provides insurance benefits to its member districts and their employees, including dental insurance. Unit members are provided with dental insurance through Delta Dental, as specified in Article 23.1.2 of the Parties' collective bargaining agreement.

Recently, unit members have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow unit members to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District's already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG's Dental Indemnity Plan as an additional option for unit members and, in furtherance thereof, implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, and in the interest of ongoing collaboration and communication, the Parties agree to the attached MOU, subject to approval and/or ratification by the District's Governing Board.

The MOU in its entirety is attached for your review.

Recommendation

It is recommended that the Board of Education approve the Memorandum of Understanding (MOU) between Sunnyvale School District and the California School Employee Association and its Chapter #205, Re: Dental Indemnity Plan Option.

Supporting Documents

 CSEA MOU - Dental Indemnity Plan Option 10.06.23 (1)

MEMORANDUM OF UNDERSTANDING

SUNNYVALE SCHOOL DISTRICT and CALIFORNIA SCHOOL EMPLOYEES ASSOCIATION AND ITS CHAPTER 205

October 6, 2023.

Re: Dental Indemnity Plan Option

This memorandum of understanding (“MOU”) is entered into by and between the Sunnyvale School District (“District”) and the California School Employees Association and its Chapter 205 (“CSEA”) (collectively, “Parties”) with regard to the following:

The District is a member of the Santa Clara County Schools’ Insurance Group (“SCCSIG”), which provides insurance benefits to its member districts and their employees, including dental insurance. Unit members are provided with dental insurance through Delta Dental, as specified in Article 23.1.2 of the Parties’ collective bargaining agreement.

Recently, unit members have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow unit members to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District’s already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG’s Dental Indemnity Plan as an additional option for unit members and in furtherance thereof implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, and in the interest of ongoing collaboration and communication the Parties agree to the following, subject to approval and/or ratification by the District’s Governing Board:

1. Effective January 1, 2024, the District will offer the Dental Indemnity Plan provided by SCCSIG. Unit members may enroll in the Dental Indemnity Plan in addition to participating in the District’s already-existing Delta Dental premium, high, and low plans offered by SCCSIG.
2. The District will implement an open enrollment for the Dental Indemnity Plan in October and/or November 2023.
3. The Parties agree to incorporate Paragraph 1 into the next republication of their collective bargaining agreement, unless the Parties mutually agree otherwise.
4. This MOU is entered into voluntarily, is final and binding on the Parties, and satisfies the District’s obligation to negotiate the matters described herein.

5. By signing below, the Parties warrant that the person signing below is authorized to execute this MOU on behalf of their respective principals.

For CSEA:

Oscar Jauregui 09/10/2023
Oscar Jauregui (Oct 9, 2023 15:13 PDT)
Name Date

Frances Li 09/10/2023
Name Date

James Fujillo 09/10/2023
James Fujillo (Oct 9, 2023 17:04 PDT)
Name Date

For District:

Mary Beth Allmann 10/10/2023
Mary Beth Allmann (Oct 10, 2023 09:49 PDT)
Name Date

Jeremy Nishikawa 09/10/2023
Jeremy Nishikawa (Oct 9, 2023 16:36 PDT)
Name Date

Name Date

Signature: Frances Li
Frances Li (Oct 9, 2023 16:04 PDT)
Email: frances.li@sesd.org

11. F. Approval of Memorandum of Understand (MOU) between Sunnyvale School District and the Sunnyvale Education Association (SEA) Re: Dental Indemnity Plan Option

Contact Person

Jeremy Nishihara - Assistant Superintendent, Human Resources and Information Systems

Description

The District is a member of the Santa Clara County Schools' Insurance Group ("SCCSIG"), which provides insurance benefits to its member districts and their employees, including dental insurance. Unit members are provided with dental insurance through Delta Dental, as specified in Appendix B, section B of the Parties' collective bargaining agreement.

Recently, some unit members have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow unit members to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District's already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG's Dental Indemnity Plan as an additional option for unit members and in furtherance thereof, implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, and in the interest of ongoing collaboration and communication, the Parties agree to the attached MOU, subject to approval and/or ratification by the District's Governing Board.

The MOU in its entirety is attached for your review

Recommendation

It is recommended that the Board of Education approve the Memorandum of Understanding (MOU) between Sunnyvale School District and the Sunnyvale Education Association (SEA) Re: Dental Indemnity Plan Option.

Supporting Documents

 SEA MOU - Dental Indemnity Plan Option 10.06.23 (1)

MEMORANDUM OF UNDERSTANDING

SUNNYVALE SCHOOL DISTRICT and SUNNYVALE EDUCATION ASSOCIATION

October 6, 2023.

Re: Dental Indemnity Plan Option

This memorandum of understanding (“MOU”) is entered into by and between the Sunnyvale School District (“District”) and the Sunnyvale Education Association (“SEA”) (collectively, “Parties”) with regard to the following:

The District is a member of the Santa Clara County Schools’ Insurance Group (“SCCSIG”), which provides insurance benefits to its member districts and their employees, including dental insurance. Unit members are provided with dental insurance through Delta Dental, as specified in Appendix B, section B of the Parties’ collective bargaining agreement.

Recently, some unit members have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow unit members to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District’s already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG’s Dental Indemnity Plan as an additional option for unit members and in furtherance thereof implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, and in the interest of ongoing collaboration and communication the Parties agree to the following, subject to approval and/or ratification by the District’s Governing Board:

1. Effective January 1, 2024, the District will offer the Dental Indemnity Plan provided by SCCSIG. Unit members may enroll in the Dental Indemnity Plan in addition to participating in the District’s already-existing Delta Dental premium, high, and low plans offered by SCCSIG.
2. The District will implement an open enrollment for the Dental Indemnity Plan in October and/or November 2023.
3. The Parties agree to incorporate Paragraph 1 into the next republication of their collective bargaining agreement, unless the Parties mutually agree otherwise.
4. This MOU is entered into voluntarily, is final and binding on the Parties, and satisfies the District’s obligation to negotiate the matters described herein.

5. By signing below, the Parties warrant that the person signing below is authorized to execute this MOU on behalf of their respective principals.

For SEA:

Wendi Smith 10/10/2023
Wendi Smith (Oct 10, 2023 12:58 PDT)
Name Date

Heather Mumy 11/10/2023
Heather Mumy (Oct 11, 2023 08:38 PDT)
Name Date

Rachel Froberg 10/10/2023
Rachel Froberg (Oct 10, 2023 01:24 PDT)
Name Date

For District:

Mary Beth Allmann 10/10/2023
Mary Beth Allmann (Oct 10, 2023 09:49 PDT)
Name Date

Jeremy Nishihara 09/10/2023
Jeremy Nishihara (Oct 9, 2023 16:36 PDT)
Name Date

11. G. Approval of Memorandum of Understand (MOU) between Sunnyvale School District and the Sunnyvale Certificated and Classified Association for Management Personnel (SCCAMP) Re: Dental Indemnity Plan Option

Contact Person

Jeremy Nishihara - Assistant Superintendent, Human Resources and Information Systems

Description

The District is a member of the Santa Clara County Schools' Insurance Group ("SCCSIG"), which provides insurance benefits to its member districts and their employees, including dental insurance. The District's certificated management employees, classified management employees, confidential employees, nurses, and psychologists ("SCCAMP Employees") are provided with dental insurance through Delta Dental, as specified in Article 2.2.1.1.3 of the Parties' memorandum of understanding ("SCCAMP MOU").

Recently, SCCAMP Employees have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow employees to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District's already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG's Dental Indemnity Plan as an additional option for SCCAMP Employees and in furtherance thereof, implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, the District shall implement the attached MOU, subject to approval by the District's Governing Board.

The MOU in its entirety is attached for your review.

Recommendation

It is recommended that the Board of Education approve the Memorandum of Understanding (MOU) between Sunnyvale School District and the Sunnyvale Certificated and Classified Association for Management Personnel (SCCAMP) Re: Dental Indemnity Plan Option.

Supporting Documents



MOU SCCAMP - Dental Indemnity Plan Option (1)

MEMORANDUM OF UNDERSTANDING

SUNNYVALE SCHOOL DISTRICT and SUNNYVALE CERTIFICATED AND CLASSIFIED ASSOCIATION FOR MANAGEMENT PERSONNEL

October 6, 2023

Re: Dental Indemnity Plan Option

This memorandum of understanding (“MOU”) is entered into by and between the Sunnyvale School District (“District”) and the Sunnyvale Certificated and Classified Association for Management Personnel (“SCCAMP”) (collectively, “Parties”) with regard to the following:

The District is a member of the Santa Clara County Schools’ Insurance Group (“SCCSIG”), which provides insurance benefits to its member districts and their employees, including dental insurance. The District’s certificated management employees, classified management employees, confidential employees, nurses, and psychologists (“SCCAMP Employees”) are provided with dental insurance through Delta Dental, as specified in Article 2.2.1.1.3 of the Parties’ memorandum of understanding (“SCCAMP MOU”).

Recently, SCCAMP Employees have been impacted due to their personal dentists leaving the Delta Dental network. To address this issue, and to allow employees to continue seeing their personal dentists and minimize out-of-pocket costs, SCCSIG recently created a Dental Indemnity Plan as an option to augment the District’s already-existing dental insurance offerings. After consultation with SCCSIG, the Parties desire to offer SCCSIG’s Dental Indemnity Plan as an additional option for SCCAMP Employees and in furtherance thereof implement a special open enrollment period in October and/or November 2023.

Having met and conferred in good faith, the District shall implement the following, subject to approval by the District’s Governing Board:

Effective January 1, 2024, the District will offer the Dental Indemnity Plan provided by SCCSIG. SCCAMP Employees may enroll in the Dental Indemnity Plan in addition to participating in the District’s already-existing Delta Dental premium, high, and low plans offered by SCCSIG.

The District will implement an open enrollment for the Dental Indemnity Plan in October and/or November 2023.

The Parties agree to incorporate Paragraph 1 into the next republication of the SCCAMP MOU, unless the Parties mutually agree otherwise.

This MOU is entered into voluntarily, is final and binding on the Parties, and satisfies the District's obligation to meet and confer regarding the matters described herein.

By signing below, the Parties warrant that the person signing below is authorized to execute this MOU on behalf of their respective principals.

For SCCAMP:

Renee Wedell 10/10/2023
Renee Wedell (Oct 10, 2023 11:18 PDT)

Name Date

Christina Hill 09/10/2023
Christina Hill (Oct 9, 2023 16:09 PDT)

Name Date

Rachelle Romander 09/10/2023
Rachelle Romander (Oct 9, 2023 18:32 PDT)

Name Date

For the District:

Mary Beth Allmann 10/10/2023
Mary Beth Allmann (Oct 10, 2023 09:50 PDT)

Name Date

Jeremy Nishihara 09/10/2023
Jeremy Nishihara (Oct 9, 2023 16:37 PDT)

Name Date

Jeremy Nishihara

11. H. Approval of Board Policy 1113 - District and School Websites

Contact Person

Alia Wilson, Communication Coordinator

Description

This Board Policy has been updated to incorporate concepts from NEW LAW (AB 2273, 2022) which, although not necessarily applicable to districts, requires a business that provides an online service, product, or feature likely to be accessed by children to comply with specified requirements and provides good guidance for districts seeking to create a safe online space for students.

An accompanying exhibit is attached for reference only. It has been updated to reflect that the California Department of Fair Employment and Housing is now named the Civil Rights Department, the title of one of the employment related posters has been amended for consistency with other sample policy materials, and the exhibit reflects NEW LAW (SB 1479, 2022) which requires the district to post on its website its COVID-19 testing plan, NEW LAW (AB 185, 2022) which requires the district to post on its website interim expenditure reports on the use of Learning Recovery Emergency Funds, and NEW LAW (AB 748, 2022) which requires each school site serving students in any of grades 6-12 to have a digitized mental health poster that is distributed online to students through social media, web sites, portals, and learning platforms at the beginning of each school year.

Recommendation

It is recommended that the Board approve Board Policy 1113 - District and School Websites.

Supporting Documents



BP1113 Rev 1.1

Policy 1113: District And School Websites

Status: ADOPTED

Original Adopted Date: 11/14/2017

Last Revised Date: 10/19/23

Last Reviewed Date: 10/19/23

To enhance communication with students, parents/guardians, staff, and community members, the Governing Board encourages the Superintendent or designee to develop and maintain district and school websites. The use of district and school websites shall support the district's vision and goals and shall be coordinated with other district communications strategies.

Design Standards

The Superintendent or designee shall establish design standards for district and school websites in order to maintain a consistent identity, professional appearance, and ease of use.

District design standards shall require an evaluation of products, features, and content accessible to students on district and school websites to prevent access to harmful or potentially harmful material.

The district's design standards shall address the accessibility of district and school websites to individuals with disabilities, including compatibility with commonly used assistive technologies.

Website Content

The Superintendent or designee shall develop content guidelines for district and school websites and assign staff to review and approve content prior to posting.

Board policy pertaining to advertising in district and school publications, as specified in BP 1325 - Advertising and Promotion, shall also apply to advertising on district and school websites.

Privacy Rights

The Superintendent or designee shall ensure that the privacy rights of students, parents/guardians, staff, Board members, and other individuals are protected on district and school websites.

Telephone numbers and home and email addresses of students and/or their parents/guardians shall not be published on district or school websites.

Photographs of individual students shall not be published on district or school websites accompanied by the student's name or other personally identifiable information without the prior written consent of the student's parent/guardian.

If students' names are not included, photographs of individual students or groups of students, such as at a school event, may be published on school or district websites.

Employees' home addresses, personal telephone numbers, and personal email addresses shall not be posted on district or school websites.

The home address or telephone number of any elected or appointed official including, but not limited to, a Board member or public safety official, shall not be posted on district or school websites without the prior

written permission of that individual. (Government Code 3307.5, 7928.205, 7920.535)

No public safety official shall be required to consent to the posting on the Internet of the public safety official's photograph or identity as a public safety officer for any purpose if that officer reasonably believes that the disclosure may result in a threat, harassment, intimidation, or harm to the officer or the officer's family. (Government Code 3307.5)

Policy Reference Disclaimer:

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

State	Description
Bus. and Prof. Code 22580-22582	Privacy rights for California minors in the digital world
Bus. and Prof. Code 22584-22585	Student Online Personal Information Protection Act
Bus. and Prof. Code 22586-22587	Early Learning Personal Information Protection Act
Civ. Code 1798.99.31	California Age-Appropriate Design Code Act
Ed. Code 32096	COVID-19 testing in schools
Ed. Code 32526	COVID Emergency Appropriations for Education
Ed. Code 35182.5	Contracts for advertising
Ed. Code 35258	Internet access to school accountability report cards
Ed. Code 48852.6	Information regarding homelessness
Ed. Code 48907	Exercise of free expression; time, place and manner rules and regulations
Ed. Code 48950	Speech and other communication
Ed. Code 49061	Definitions; directory information
Ed. Code 49073	Release of directory information
Ed. Code 60048	Commercial brand names, contracts or logos
Gov. Code 11135	Prohibition of discrimination
Gov. Code 12950	California Civil Rights Department posters
Gov. Code 3307.5	Publishing identity of public safety officers
Gov. Code 7920.000-7930.215	California Public Records Act
Pen. Code 14029.5	Prohibition against publishing personal information of person in witness protection program
Pub. Res. Code 21082.1	California Environmental Quality Act environmental review documents
Federal	Description
16 CFR 312.1-312.13	Children's Online Privacy Protection Act
17 USC 101-122	Subject matter and scope of copyright
17 USC 504	Penalties for copyright infringement

20 USC 1232g	Family Educational Rights and Privacy Act (FERPA) of 1974
29 USC 705	Definitions; Vocational Rehabilitation Act
29 USC 794	Rehabilitation Act of 1973; Section 504
34 CFR 104.1-104.61	Nondiscrimination on the basis of disability
34 CFR 99.1-99.67	Family Educational Rights and Privacy
42 USC 12101-12213	Americans with Disabilities Act
Management Resources	Description
CA Civil Rights Department Publication	Sexual Harassment
CA Civil Rights Department Publication	Family Care and Medical Leave and Pregnancy Disability Leave
CA Civil Rights Department Publication	California Law Prohibits Workplace Discrimination and Harassment
CA Civil Rights Department Publication	Transgender Rights in the Workplace
CA Civil Rights Department Publication	Your Rights and Obligations as a Pregnant Employee
Court Decision	Aaris v. Las Virgenes Unified School District, (1998) 64 Cal.App.4th 1112
Court Decision	City of San Jose v. Superior Court, (2017) 2 Cal.5th 608
U.S. Department of Agriculture Publication	Unpaid Meal Charges: Local Meal Charge Policies, SP 46-2016, July 2016
U.S. Department of Justice Publication	Accessibility of State and Local Government Websites to People with Disabilities, June 2003
U.S. DOE Office for Civil Rights Publication	Joint Dear Colleague Letter: Electronic Book Readers, June 29, 2010
U.S. DOE, Office for Civil Rights Publication	Dear Colleague Letter, May 26, 2011
Website	CSBA District and County Office of Education Legal Services
Website	Governor's Office of Planning and Research, The California Environmental Quality Act
Website	California Department of Education, Web Accessibility Standards
Website	California School Public Relations Association
Website	U.S. Department of Justice, Civil Rights Division, Disability Rights Section
Website	World Wide Web Consortium, Web Accessibility Initiative
Website	CSBA
Website	U.S. Department of Education, Office for Civil Rights
Website	California Civil Rights Department
World Wide Web Consortium Publication	Web Content Accessibility Guidelines, December 2008

Cross References

Code	Description
0000	<u>Vision</u>
0410	<u>Nondiscrimination In District Programs And Activities</u>
0440	<u>District Technology Plan</u>
0440	<u>District Technology Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0460	<u>Local Control And Accountability Plan</u>
0500	<u>Accountability</u>
0510	<u>School Accountability Report Card</u>
1100	<u>Communication With The Public</u>
1112	<u>Media Relations</u>
1114	<u>District-Sponsored Social Media</u>
1114	<u>District-Sponsored Social Media</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3-E(1)	<u>Uniform Complaint Procedures</u>
1312.3-E(2)	<u>Uniform Complaint Procedures</u>
1325	<u>Advertising And Promotion</u>
1340	<u>Access To District Records</u>
1340	<u>Access To District Records</u>
3290	<u>Gifts, Grants And Bequests</u>
3311	<u>Bids</u>
3311	<u>Bids</u>
3513.3	<u>Tobacco-Free Schools</u>
3513.3	<u>Tobacco-Free Schools</u>
3515	<u>Campus Security</u>
3515	<u>Campus Security</u>
3515.3	<u>District Police/Security Department</u>
3515.3	<u>District Police/Security Department</u>
3515.7	<u>Firearms On School Grounds</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u>
3516	<u>Emergencies And Disaster Preparedness Plan</u>

3516.5	<u>Emergency Schedules</u>
3551	<u>Food Service Operations/Cafeteria Fund</u>
3551	<u>Food Service Operations/Cafeteria Fund</u>
3552	<u>Summer Meal Program</u>
3552	<u>Summer Meal Program</u>
3580	<u>District Records</u>
3580	<u>District Records</u>
4030	<u>Nondiscrimination In Employment</u>
4030	<u>Nondiscrimination In Employment</u>
4040	<u>Employee Use Of Technology</u>
4040-E(1)	<u>Employee Use Of Technology</u>
4119.21	<u>Professional Standards</u>
4119.21-E(1)	<u>Professional Standards</u>
4119.23	<u>Unauthorized Release Of Confidential/Privileged Information</u>
4131	<u>Staff Development</u>
4132	<u>Publication Or Creation Of Materials</u>
4161.8	<u>Family Care And Medical Leave</u>
4219.21	<u>Professional Standards</u>
4219.21-E(1)	<u>Professional Standards</u>
4219.23	<u>Unauthorized Release Of Confidential/Privileged Information</u>
4231	<u>Staff Development</u>
4232	<u>Publication or Creation of Materials</u>
4261.8	<u>Family Care And Medical Leave</u>
4319.21	<u>Professional Standards</u>
4319.21-E(1)	<u>Professional Standards</u>
4319.23	<u>Unauthorized Release Of Confidential/Privileged Information</u>
4331	<u>Staff Development</u>
4332	<u>Publication or Creation of Materials</u>
4361.8	<u>Family Care And Medical Leave</u>
5022	<u>Student And Family Privacy Rights</u>
5022	<u>Student And Family Privacy Rights</u>
5125	<u>Student Records</u>
5125	<u>Student Records</u>
5125.1	<u>Release Of Directory Information</u>

5125.1	Release Of Directory Information
5125.1-E(1)	Release Of Directory Information
5131.2	Bullying
5131.2	Bullying
6020	Parent Involvement
6020	Parent Involvement
6145.2	Athletic Competition
6145.2	Athletic Competition
6152.1	Placement In Mathematics Courses
6152.1	Placement In Mathematics Courses
6162.6	Use Of Copyrighted Materials
6162.6	Use Of Copyrighted Materials
6163.4	Student Use Of Technology
6163.4-E(1)	Student Use Of Technology
6173	Education For Homeless Children
6173	Education For Homeless Children
6173-E(1)	Education For Homeless Children
6173-E(2)	Education For Homeless Children
6190	Evaluation Of The Instructional Program
7150	Site Selection And Development
7150	Site Selection And Development
7214	General Obligation Bonds
7214	General Obligation Bonds
9010	Public Statements
9012	Board Member Electronic Communications
9310	Board Policies
9320	Meetings And Notices
9322	Agenda/Meeting Materials

11. I. Approval of Board Bylaw 9270 - Conflict of Interest

Contact Person

Michael Gallagher, Ed.D., Superintendent

Description

This Bylaw has been updated to reflect NEW LAW (SB 1439, 2022) which makes applicable to elected district officers the prohibition against accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, and from participating in making, or in any way attempting to use the official position to influence the Board's decision when a district officer receives a contribution of more than \$250 from a party or participant in the preceding 12 months, as specified.

The Bylaw has also been updated to clarify, for a Board member who manages public investments, that when an item on the consent calendar is one in which the Board member has a financial interest, the Board member is required to either make a motion to remove the item from the consent calendar or abstain from voting on the consent calendar.

Recommendation

It is recommended that the Board approve Board Bylaw 9270 - Conflict of Interest.

Supporting Documents



BB9270 Rev 1.1

Bylaw 9270: Conflict Of Interest

Status: ADOPTED

Original Adopted Date: 6/22/17

Last Revised Date: 10/19/23

Last Reviewed Date: 10/19/23

The Governing Board desires to maintain the highest ethical standards and help ensure that decisions are made in the best interest of the district and the public. Accordingly, no Board member, district employee, or other person in a designated position shall participate in the making of any decision for the district when the decision will or may be affected by the Board member's, district employee's, or other designated persons financial, family, or other personal interest or consideration.

Even if a prohibited conflict of interest does not exist, a Board member shall abstain from voting on personnel matters that uniquely affect the Board member's relatives. However, a Board member may vote on collective bargaining agreements and personnel matters that affect a class of employees to which the Board member's relative belongs. Relative means an adult who is related to the Board member by blood or affinity within the third degree, as determined by the common law, or an individual in an adoptive relationship within the third degree. (Education Code 35107)

A relationship within the third degree includes an individual's parents, grandparents, great-grandparents, children, grandchildren, great-grandchildren, brothers, sisters, aunts, uncles, nieces, nephews, and the similar family of the individual's spouse/registered domestic partner unless the individual is widowed or divorced.

The Board shall adopt for the district a conflict of interest code that incorporates the provisions of 2 CCR 18730 by reference, specifies the district's designated positions, and provides the disclosure categories required for each position. The conflict of interest code shall be submitted to the district's code reviewing body for approval, in accordance with Government Code 87303 and within the deadline for submission established by the code reviewing body. (Government Code 87303)

Upon direction by the code reviewing body, the Board shall review the district's conflict of interest code and submit any changes to the code reviewing body or, if no change is required, the Board shall submit a written statement to that effect. (Government Code 87306.5)

When a change in the district's conflict of interest code is necessitated due to changed circumstances, such as the creation of new designated positions, changes to the duties assigned to existing positions, amendments, or revisions, the amended code shall be submitted to the code reviewing body within 90 days after the changed circumstances necessitating the amendments have become apparent. (Government Code 87306)

When reviewing and preparing the district's conflict of interest code, the Superintendent or designee shall provide officers, employees, consultants, and members of the community adequate notice and a fair opportunity to present their views. (Government Code 87311)

Board members and designated employees shall annually file a Statement of Economic

Interest/Form 700 in accordance with the disclosure categories specified in the district's conflict of interest code. A Board member who leaves office or a designated employee who leaves district employment shall, within 30 days, file a revised statement covering the period of time between the closing date of the last required statement and the date of leaving office or district employment. (Government Code 87302, 87302.6)

Conflict of Interest under the Political Reform Act

A district official, including a Board member, designated employee, or other person in a designated position shall not make, participate in making, or in any way use or attempt to use an official position to influence a governmental decision in which the district official knows or has reason to know that there is a disqualifying conflict of interest. A disqualifying conflict of interest exists if the decision will have a "reasonably foreseeable material financial effect," which is distinguishable from the effect on the public generally, on the district official, the district official's immediate family, or any financial interest described in 2 CCR 18700. (Government Code 87100, 87101, 87103; 2 CCR 18700-18707)

A district official makes a governmental decision when, within the authority of the office or position, the district official authorizes or directs any action on a matter, votes or provides information or opinion on it, contacts or appears before another district official for the purpose of affecting the decision, or takes any other action specified in 2 CCR 18704.

However, a district official shall participate in the making of a contract in which the district official has a financial interest if such participation is required by the rule of necessity or legally required participation pursuant to Government Code 87101 and 2 CCR 18705.

Conflict of Interest from Campaign Contributions

To avoid improper influence over the Board's decision-making involving the issuance of a license, permit, or other entitlements for use, including a contract, district officers, which includes Board members or agency heads, shall comply with Government Code 84308, including the following: (Government Code 84308)

1. A district officer is prohibited from accepting, soliciting, or directing a contribution of more than \$250 from any party or participant to a proceeding involving a license, permit, or other entitlement for use, including a contract, or from that person's agent, while the proceeding is pending before the Board and for 12 months following the date a final decision is rendered in the proceeding, if the Board member knows or has reason to know that the party or participant has a financial interest in the Board's decision.
2. Any district officer who received a contribution of more than \$250 from a party or participant in the preceding 12 months shall disclose that fact on the record of the proceeding prior to the Board rendering a decision in the proceeding. If the district officer willfully or knowingly received the contribution and knows or has reason to know that the participant has a financial interest in the Board's decision, the district officer shall not make, participate in making, or in any way attempt to use the official position to influence the Board's decision.
3. A district officer who receives a contribution that would otherwise require disqualification as described in Item #2 above may participate in the proceeding if the contribution is returned within 30 days from the time the district officer knows or should have known about

the contribution and the proceeding.

4. A district officer who unknowingly accepts, solicits, or directs a contribution of more than \$250 during the 12 months after the date of the Board's final decision on the proceeding may cure the violation by returning the contribution, or the portion exceeding \$250, within 14 days of accepting, soliciting, or directing the contribution, provided the district officer did not knowingly or willfully accept, solicit, or direct the prohibited contribution. The district officer shall maintain records of curing the violation.

The provisions in Government Code 84308 as specified above do not apply to labor contracts, competitively bid contracts, and personal employment contracts. (Government Code 84308)

Additional Requirements for Boards that Manage Public Investments

Any Board member who manages public investments pursuant to Government Code 87200 and who has a financial interest in a decision shall, upon identifying a conflict or potential conflict of interest and immediately prior to the consideration of the matter, do all of the following: (Government Code 87105; 2 CCR 18707)

1. Publicly identify each financial interest that gives rise to the conflict or potential conflict of interest in detail sufficient to be understood by the public, except that disclosure of the exact street address of a residence is not required.
2. Not discuss or vote on the matter, or otherwise act in violation of Government Code 87100. The Board member shall not be counted toward achieving a quorum while the item is discussed.

However, the Board member may speak on the issue during the time that the general public speaks on it and may leave the dais to speak from the same area as members of the public. The Board member may listen to the public discussion and deliberations of the matter with members of the public.

3. Leave the room until after the discussion, vote, and any other disposition of the matter is concluded, unless the matter has been placed on the portion of the agenda reserved for uncontested matters.

If the item is on the consent calendar, the Board member shall either make a motion to remove the item from the consent calendar or the Board member shall abstain from voting on the consent calendar. In any event, the Board member shall refrain from discussing or voting on the item. However, the Board member is not required to leave the room during consideration of the consent calendar.

4. If the Board's decision is made during closed session, disclose the interest orally during the open session preceding the closed session. This disclosure shall be limited to a declaration that the recusal is because of a conflict of interest pursuant to Government Code 87100. The Board member shall not be present when the item is considered in closed session and shall not knowingly obtain or review a recording or any other nonpublic information regarding the Board's decision

Conflict of Interest under Government Code 1090 - Financial Interest in a Contract

Board members, employees, or district consultants shall not be financially interested in any contract

made by the Board on behalf of the district, including in the development, preliminary discussions, negotiations, compromises, planning, reasoning, and specifications and solicitations for bids. If a Board member has such a financial interest in a contract made by the Board, the contract is void. (Government Code 1090)

A Board member shall not be considered to be financially interested in a contract in which there is only a "remote interest," as specified in Government Code 1091, if the interest is disclosed during a Board meeting and noted in the official Board minutes. The affected Board member shall not vote or debate on the matter or attempt to influence any other Board member or district official to enter into the contract. (Government Code 1091)

In addition, a Board member shall not be considered to be financially interested in a contract in which the interest is a "noninterest" as defined in Government Code 1091.5. Noninterest includes a Board member's interest in being reimbursed for actual and necessary expenses incurred in the performance of official duties, in the employment of a spouse/registered domestic partner who has been a district employee for at least one year prior to the Board member's election or appointment, or in any other applicable circumstance specified in Government Code 1091.5.

Common Law Doctrine Against Conflict of Interest

A Board member shall abstain from any official action in which the Board member's private or personal interest may conflict with official duties.

Incompatible Offices and Activities

Board members shall not engage in any employment or activity or hold any office which is inconsistent with, incompatible with, in conflict with, or inimical to the Board member's duties as an officer of the district. (Government Code 1099, 1126)

Gifts

Board members and designated employees may accept gifts only under the conditions and limitations specified in Government Code 89503 and 2 CCR 18730.

The limitation on gifts does not apply to wedding gifts and gifts exchanged between individuals on birthdays, holidays, and other similar occasions, provided that the gifts exchanged are not substantially disproportionate in value. (Government Code 89503)

In addition, the limitation on gifts does not apply to informational materials such as books, reports, pamphlets, calendars, and periodicals. (Government Code 82028)

Gifts of travel and related lodging and subsistence shall be subject to the current gift limitation, except when: (Government Code 89506)

1. The travel is in connection with a speech given by a Board member or designated employee, provided the lodging and subsistence expenses are limited to the day immediately preceding, the day of, and the day immediately following the speech and the travel is within the United States.

2. The travel is provided by a person or agency specified in Government Code 89506, including a government, governmental agency or authority, bona fide public or private educational institution, as defined in Revenue and Taxation Code 203, or nonprofit organization exempt from taxation under section 501(c)(3) of the Internal Revenue Code.

Gifts of travel exempted from the gift limitation, as described in Items #1 and 2 above, shall nevertheless be reportable on the recipient's Statement of Economic Interest/Form 700 as required by law.

A gift of travel does not include travel provided by the district for Board members and designated employees. (Government Code 89506)

Honoraria

Board members and designated employees shall not accept any honorarium, which is defined as any payment made in consideration for any speech given, article published, or attendance at any public or private conference, convention, meeting, social event, meal, or like gathering. (Government Code 89501, 89502)

The term honorarium does not include: (Government Code 89501)

1. Earned income for personal services customarily provided in connection with a bona fide business, trade, or profession, unless the sole or predominant activity of the business, trade, or profession is making speeches
2. Any honorarium which is not used and, within 30 days after receipt, is either returned to the donor or delivered to the district for donation into the general fund without being claimed as a deduction from income for tax purposes

Policy Reference Disclaimer:

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

State	Description
2 CCR 18110-18997	<u>Regulations of the Fair Political Practices Commission</u>
2 CCR 18438.1-18438.8	Campaign contribution-based conflicts of interest
2 CCR 18700-18760	<u>Conflicts of Interest</u>
2 CCR 18722-18740	<u>Disclosure of interests</u>
2 CCR 18753-18756	<u>Conflict of interest codes</u>
Ed. Code 1006	<u>Prohibition against school district employees serving on county board of education</u>
Ed. Code 35107	School district employees
Ed. Code 35230-35240	Corrupt practices

Ed. Code 35233	Prohibitions applicable to members of governing boards
Ed. Code 41000-41003	Moneys received by school districts
Ed. Code 41015	Investments
Fam. Code 297.5	Rights, protections, and benefits of registered domestic partners
Gov. Code 1090-1099	Prohibitions applicable to specified officers
Gov. Code 1125-1129	Incompatible activities
Gov. Code 52334-53235.2	Ethics training
Gov. Code 81000-91014	Political Reform Act of 1974
Gov. Code 82011	Code reviewing body
Gov. Code 82019	Definition; designated employee
Gov. Code 82028	Definition; gift
Gov. Code 82030	Definition; income
Gov. Code 82033	Definition; interest in real property
Gov. Code 82034	Definition; investment
Gov. Code 84308	Campaign disclosure
Gov. Code 87100-87103.6	General prohibitions
Gov. Code 87200-87210	Disclosure
Gov. Code 87300-87313	Conflict of interest code
Gov. Code 87500	Statement of economic interests
Gov. Code 89501-89503	Honoraria and gifts
Gov. Code 89506	Ethics; travel
Gov. Code 91000-91014	Enforcement
Pen. Code 85-88	Bribes
Public Contract Code 6102	Awarding of contracts
Rev. & Tax Code 203	Taxable and exempt property - colleges
Management Resources	Description
Attorney General Opinion	105 Ops.Cal.Atty.Gen.69 (2022)
Attorney General Opinion	63 Ops.Cal.Atty.Gen. 868 (1980)
Attorney General Opinion	65 Ops.Cal.Atty.Gen. 606 (1982)
Attorney General Opinion	68 Ops.Cal.Atty.Gen. 171 (1985)
Attorney General Opinion	69 Ops.Cal.Atty.Gen. 255 (1986)
Attorney General Opinion	80 Ops.Cal.Atty.Gen. 320 (1997)

Attorney General Opinion	81 Ops.Cal.Atty.Gen. 327 (1998)
Attorney General Opinion	82 Ops.Cal.Atty.Gen. 83 (1999)
Attorney General Opinion	85 Ops.Cal.Atty.Gen. 60 (2002)
Attorney General Opinion	86 Ops.Cal.Atty.Gen. 138(2003)
Attorney General Opinion	89 Ops.Cal.Atty.Gen. 217 (2006)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 19 (2009)
Attorney General Opinion	92 Ops.Cal.Atty.Gen. 26 (2009)
Court Decision	Davis v. Fresno Unified School District (2015) 237 Cal.App.4th 261
Court Decision	Klistoff v. Superior Court, (2007) 157 Cal.App.4th 469
Court Decision	Kunec v. Brea Redevelopment Agency, (1997) 55 Cal.App.4th 511
Court Decision	McGee v. Balfour Beatty Construction, LLC, et al. (2016) 247 Cal. App. 4th 235
Court Decision	Thorpe v. Long Beach Community College District, (2000) 83 Cal.App.4th 655
CSBA Publication	Conflict of Interest: Overview of Key Issues for Governing Board Members, Fact Sheet, July 2010
Fair Political Practices Commission Publication	Can I Vote? A Basic Overview of Public Officials' Obligations Under the Conflict-of-Interest Rules, 2005
Institute For Local Government Publication	Understanding the Basics of Public Service Ethics: Personal Financial Gain Laws, 2009
Institute for Local Government Publication	Understanding the Basics of Public Service Ethics: Transparency Laws, 2009
Website	CSBA District and County Office of Education Legal Services
Website	Institute for Local Government
Website	Fair Political Practices Commission
Website	CSBA

Cross References

Code	Description
1340	Access To District Records
1340	Access To District Records
1700	Relations Between Private Industry And The Schools

3230	<u>Federal Grant Funds</u>
3230	<u>Federal Grant Funds</u>
3300	<u>Expenditures And Purchases</u>
3311	<u>Bids</u>
3311	<u>Bids</u>
3430	<u>Investing</u>
3430	<u>Investing</u>
3470	<u>Debt Issuance And Management</u>
3600	<u>Consultants</u>
4112.8	<u>Employment Of Relatives</u>
4117.2	<u>Resignation</u>
4136	<u>Nonschool Employment</u>
4212.8	<u>Employment Of Relatives</u>
4217.2	<u>Resignation</u>
4236	<u>Nonschool Employment</u>
4312.8	<u>Employment Of Relatives</u>
4317.2	<u>Resignation</u>
4336	<u>Nonschool Employment</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1	<u>Selection And Evaluation Of Instructional Materials</u>
6161.1-E(1)	<u>Selection And Evaluation Of Instructional Materials</u>
7140	<u>Architectural And Engineering Services</u>
7140	<u>Architectural And Engineering Services</u>
7214	<u>General Obligation Bonds</u>
7214	<u>General Obligation Bonds</u>
9000	<u>Role Of The Board</u>
9005	<u>Governance Standards</u>
9140	<u>Board Representatives</u>
9200	<u>Limits Of Board Member Authority</u>
9220	<u>Governing Board Elections</u>
9222	<u>Resignation</u>
9230	<u>Orientation</u>

9320	<u>Meetings And Notices</u>
9321	<u>Closed Session</u>
9321-E(1)	<u>Closed Session</u>
9321-E(2)	<u>Closed Session</u>
9323	<u>Meeting Conduct</u>

11. J. Approval of Purchase Orders and Warrant Reports

Contact Person

Lori van Gogh, Chief Business Officer

Description

September 2023:

- Purchase Orders in the amount of \$ 3,663,238.94
- Warrants in the amount of \$ 6,526,286.15

Recommendation

It is recommended that the Board approve Purchase Orders and Warrant Reports.

Supporting Documents



Sept 2023 - Board Warrant Report



Sept 2023 - Board PO Report

037 SUNNYVALE SD
Board Warrant Report - Sept 23

Board Warrant Approval List
09/01/2023 - 09/30/2023

J45642 WARBRDSC L.00.00 10/02/23 PAGE 0

Report title: Board Warrant Report - Sept 23

With account detail: N
Date issued range: 09/01/2023 - 09/30/2023
Warrant number range: -
Sort by: Warrant #

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	<37055619> Canceled PV300562	09/12/2023	FLORES, ALEJANDRA ACCOUNTS PAYABLE	< > Sub total: < 1,158.92 >
37	<37055620> Canceled PV300577	09/12/2023	FOX-GRUGETT, BRENDA ACCOUNTS PAYABLE	< > Sub total: < 2,186.91 >
37	<37055622> Canceled PV300566	09/12/2023	HODSON, LISA ACCOUNTS PAYABLE	< > Sub total: < 6,436.84 >
37	<37055625> Canceled PV300560	09/12/2023	KENT, GEOFFREY ACCOUNTS PAYABLE	< > Sub total: < 94.38 >
37	<37055628> Canceled PV300571	09/12/2023	LEPISI, JOSHUA ACCOUNTS PAYABLE	< > Sub total: < 1.22 >
37	<37055636> Canceled PV300579	09/12/2023	STURM, CARLY CLASSROOM/OFFICE SUPPLIES	< > Sub total: < 42.06 >
37	<37055798> Canceled PV300607	09/12/2023	HIRVONEN, NANCY CLASSROOM/OFFICE SUPPLIES	< > Sub total: < 50.39 >
37	<37055845> Canceled PV300624	09/12/2023	GLEIT, PHUONG MILEAGE/PERSONAL EXP REIMB	< > Sub total: < 3.11 >
37	<37055854> Canceled PV300625	09/12/2023	WARD, MICHAEL CLASSROOM/OFFICE SUPPLIES	< > Sub total: < 80.03 >
37	<37057870> Canceled PO410075 PO410075 PO410075	09/06/2023	CITY OF SUNNYVALE False Alarms DO Wide False Alarms DO Wide False Alarms DO Wide	< > < > < > Sub total: < 950.00 >
37	37058048 PO491013 PO491013 PO491013 PO491013	09/01/2023	ACME BOILER & HEATING Heat Pump Replacement SMS Heat Pump Replacement SMS Heat Pump Replacement SMS Heat Pump Replacement SMS	< > < > < > < > Sub total: 16,145.92
37	37058049 PO410161	09/01/2023	CAL COMPLIANCE INC Inspections & Related Services	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410160		Inspections & Related Services	
	PO410162		Inspections & Related Services	
	PO410155		Inspections & Related Services	
	PO410159		Inspections & Related Services	
	PO410158		Inspections & Related Services	
	PO410157		Inspections & Related Services	
	PO410156		Inspections & Related Services	
	PO410169		Inspections & Related Services	
			Sub total:	30,250.00
37	37058050	09/01/2023	EMC RESEARCH INC	
	PO410219		CONTRACTED SERVICES	
			Sub total:	18,600.00
37	37058051	09/01/2023	FERGUSON ENTERPRISES	
	PO410057		Misc. Plumbing Supplies DO Wid	
	PO410057		Misc. Plumbing Supplies DO Wid	
			Sub total:	690.88
37	37058052	09/01/2023	INTRADO INTERACTIVE SVCS CORP	
	PO480014		CONTRACTED SERVICES	
			Sub total:	16,170.00
37	37058053	09/01/2023	J.J.R. ENTERPRISES INC	
	PO415004		COPIER SUPPLIES	
	PO415004		COPIER SUPPLIES	
	PO410196		School Supplies	
			Sub total:	1,716.57
37	37058054	09/01/2023	LAKESHORE LEARNING MATERIALS	
	PO413000		Classroom rug	
			Sub total:	681.45
37	37058055	09/01/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410112		OFFICE SUPPLIES	
	PO410112		OFFICE SUPPLIES	
	PO410112		OFFICE SUPPLIES	
	PO410112		OFFICE SUPPLIES	
	PO410112		OFFICE SUPPLIES	
			Sub total:	687.14
37	37058056	09/01/2023	ROCHESTER 100 INC	
	PO413001		Red student folders - 4th gr	
	PO413001		Red student folders - 4th gr	
	PO413001		Red student folders - 4th gr	
			Sub total:	185.60
37	37058057	09/01/2023	S&H CONSTRUCTION INC	
	PO491028		Improvement of Bldgs	
			Sub total:	451,039.87
37	37058058	09/01/2023	SCHOOL DATEBOOKS	
	PO415000		SCHOOL AGENDA BOOKS	
			Sub total:	685.50

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058059	09/01/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410204		SOUTHWEST SCHOOL/OFFICE SUPPLY	
	PO410204		SOUTHWEST SCHOOL/OFFICE SUPPLY	
	PO416001		School supplies	
			Sub total:	1,599.31
37	37058060	09/01/2023	STATE OF CALIFORNIA	
	PO491027		Conveyance BES	
			Sub total:	675.00
37	37058061	09/04/2023	FRANKLIN COVEY CLIENT SALES	
	PO412000		TLIM Anual Membership	
			Sub total:	5,100.00
37	37058062	09/04/2023	J.J.R. ENTERPRISES INC	
	PO410221		Toner Supplies	
	PO410221		Toner Supplies	
	PO410221		Toner Supplies	
			Sub total:	3,599.59
37	37058063	09/04/2023	MORGAN HILL SUPPLY	
	PO410021		KITCHEN SUPPLIES	
			Sub total:	4,059.45
37	37058064	09/04/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410220		Office Supplies	
	PO410220		Office Supplies	
	PO410020		OFFICE SUPPLIES	
	PO410020		OFFICE SUPPLIES	
			Sub total:	926.83
37	37058065	09/04/2023	SANTA CLARA COE	
	PO410108		SUPPLIES FROM THE COE	
			Sub total:	125.00
37	37058066	09/04/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410199		TEACHER/CLASS SUPPLIES	
	PO410203		Classroom supplies	
	PO410203		Classroom supplies	
			Sub total:	324.25
37	37058067	09/06/2023	AMERICAN FIDELITY ASSURANCE CO	
	PV400073		MEDICAL INSURANCE	
	PV400073		VOLUNTARY DEDUCTIONS	
			Sub total:	10,162.26
37	37058068	09/06/2023	AMERICAN FIDELITY ASSURANCE CO	
	PV400075		LIFE INSURANCE	
	PV400075		OTHER INSURANCE	
			Sub total:	18,977.84

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058069	09/06/2023	AT & T CORP	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
	PO440000	2023-2024	All Sites CalNet3	
			Sub total:	4,912.37
37	37058070	09/06/2023	CURTIS, MEGAN	
	PV400079		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	30.77
37	37058071	09/06/2023	EDGEWOOD PRESS INC	
	PO415005		LYDIA LACY	
			Sub total:	1,106.32
37	37058072	09/06/2023	G2SOLUTIONS INC	
	PO410110		FINGERPRINT	
			Sub total:	18.75
37	37058073	09/06/2023	GABRIEL, GRETCHEN	
	PV400080		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	54.14
37	37058074	09/06/2023	J.J.R. ENTERPRISES INC	
	PO410138		OFFICE SUPPLIES	
	PO410013		Caltronics Supplies	
	PO410116		COPIER SUPPLIES FOR HR	
			Sub total:	1,787.19
37	37058075	09/06/2023	JOSEPH, ANGELICA	
	PO423005		VEX Robotics Supplies	
			Sub total:	325.74
37	37058076	09/06/2023	KOO, MICHELLE	
	PV400081		CLASSROOM/OFFICE SUPPLIES	
	PV400076		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	125.19
37	37058077	09/06/2023	LIGHTHOUSE BLUE	
	PO410140		CONTRACTED SERVICES	
			Sub total:	4,400.00
37	37058078	09/06/2023	LUBRANO, TARA	
	PO412004		School Supplies	
			Sub total:	1,585.58

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058079	09/06/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
	PO410027		SCHOOL SUPPLIES	
			Sub total:	7,115.73
37	37058080	09/06/2023	PEDROZA, LATISHIA	
	PV400078		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	15.99
37	37058081	09/06/2023	POO, DANIEL	
	PO419008		STAFF REIMBURSEMENT #10894	
			Sub total:	451.50
37	37058082	09/06/2023	REYES, CHRISTIAN	
	PV400077		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	57.06
37	37058083	09/06/2023	SAGER, JIN	
	PO410095		IEP for Deaf&HardHearing Stude	
			Sub total:	5,170.00
37	37058084	09/06/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410029		School Supplies	
			Sub total:	81.57
37	37058085	09/06/2023	STANDARD INSURANCE COMPANY	
	PV400072		OTHER INSURANCE	
			Sub total:	3,554.42
37	37058086	09/06/2023	TAX DEFERRED SOLUTIONS	
	PV400070		MISCELLANEOUS DEDUCTIONS	
			Sub total:	105.00
37	37058087	09/06/2023	TDSA LLC	
	PO418002		Classroom Supply	
	PO418002		Classroom Supply	
	PO418002		Classroom Supply	
			Sub total:	1,152.00
37	37058088	09/06/2023	TEACHERS COLLEGE READING AND	
	PO415012		TEACHER TRAINING	
	PO415012		TEACHER TRAINING	
			Sub total:	540.00
37	37058089	09/06/2023	TEXAS LIFE INSURANCE COMPANY	
	PV400074		LIFE INSURANCE	
			Sub total:	1,448.79

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058090	09/06/2023	TRUSTMARK INSURANCE COMPANY	
	PV400071		RETIREE BENEFITS-CERTIFICATD	
	PV400071		RETIREE BENEFITS-CLASSIFIED	
	PV400071		LIFE INSURANCE	
			Sub total:	7,189.41
37	37058091	09/06/2023	VIKING SHRED LLC	
	PO410126		Shredding Service	
			Sub total:	655.00
37	37058092	09/07/2023	ATTAINMENT COMPANY INC	
	PO460040		Ipad Cases	
			Sub total:	475.90
37	37058093	09/07/2023	ECOLAB PEST ELIM. DIV	
	PO410061		Annual Fee Pest Control	
			Sub total:	2,338.03
37	37058094	09/07/2023	ICS4SCHOOLS LLC	
	PO410039		Comprehensive Safety Training	
			Sub total:	12,512.50
37	37058095	09/07/2023	J.J.R. ENTERPRISES INC	
	PO410124		Ink and Toner	
	PO410065		Printer/Fax Supplies OPS	
	PO415004		COPIER SUPPLIES	
	PO410132		Copier Usage	
	PO410131		Copier Usage	
	PO410004		Copier Usage	
	PO410012		Copier Usage/Bishop	
	PO410011		Copier Usage/Cherry Chase	
	PO410000		Copier Usage/Cumberland	
	PO410007		Copier Usage/Ellis	
	PO410008		Copier Usage/Fairwood	
	PO410002		Copier Usage/HR & Business	
	PO410010		Copier Usage/Lakewood PS	
	PO410006		Copier Usage/OPS	
	PO410005		Copier Usage/San Miguel	
	PO410014		Copier Usage/Vargas	
			Sub total:	4,011.71
37	37058096	09/07/2023	LUSTIG, DR STUART	
	PO410104		SpEd Consultant	
			Sub total:	373.33
37	37058097	09/07/2023	MORGAN HILL SUPPLY	
	PO410050		Misc. Maint/Whse Supplies	
			Sub total:	2,619.00
37	37058098	09/07/2023	PACIFIC GAS AND ELECTRIC	
	PO410187		Electricity & Gas	
			Sub total:	3,935.58

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058099 PO410181	09/07/2023	PREMIER RECYCLE COMPANY Recycle Bins DO Wide Use	
			Sub total:	1,602.00
37	37058100 PO410175	09/07/2023	R&H WHOLESALE SUPPLY INC Misc. Locksmith/Maint Supply	
			Sub total:	1,311.12
37	37058101 PV400082	09/07/2023	RIEHL, SHANA CLASSROOM/OFFICE SUPPLIES	
			Sub total:	102.78
37	37058102 PO410174 PO410174 PO410172 PO410172	09/07/2023	SONITROL/PACIFIC WEST SECURITY Misc. Service Calls All Sites Misc. Service Calls All Sites Security Services All Sites Security Services All Sites	
			Sub total:	724.66
37	37058103 PO410146 PO410146 PO410146	09/07/2023	SOUTHWEST SCHOOL SUPPLY Office Supplies Office Supplies Office Supplies	
			Sub total:	265.63
37	37058104 PV400083 PV400083 PV400083 PV400083	09/07/2023	UHS PREMIUM BILLING HEALTH & WELFARE-CERTFD RETIREE BENEFITS-CERTIFICATD RETIREE BENEFITS-CLASSIFIED MEDICAL INSURANCE	
			Sub total:	498,778.80
37	37058105 PO410064	09/08/2023	BRIDGE WIRELESS INC Misc. Radio Supplies DO Wide	
			Sub total:	63.64
37	37058106 PV400087	09/08/2023	BROWN, BRIAN CLASSROOM/OFFICE SUPPLIES	
			Sub total:	60.78
37	37058107 PO410071	09/08/2023	CALIFORNIA JANITORIAL SUPPLY Janitorial Supplies DO Wide	
			Sub total:	201.53
37	37058108 PV400085	09/08/2023	CALIFORNIA TEACHERS ASSN. DUES	
			Sub total:	40,878.85
37	37058109 PO410074	09/08/2023	CITY OF SUNNYVALE Garbage/Water/Sewer DO Wide	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410074		Garbage/Water/Sewer DO Wide	
	PO410074		Garbage/Water/Sewer DO Wide	
			Sub total:	7,142.28
37	37058110	09/08/2023	CITY OF SUNNYVALE	
	PO410075		False Alarms DO Wide	
	PO410075		False Alarms DO Wide	
	PO410075		False Alarms DO Wide	
			Sub total:	750.00
37	37058111	09/08/2023	CLEARY CONSULTANTS INC	
	PO491011		Testing	
	PO491010		Testing	
	PO491009		Testing	
	PO491007		Testing	
	PO491006		Testing	
			Sub total:	2,464.00
37	37058112	09/08/2023	ESGI LLC	
	PO450103		License	
			Sub total:	313.00
37	37058113	09/08/2023	IMAGINE LEARNING LLC	
	PO450092		23-24 DigitalLibrary for SMS	
			Sub total:	1,700.00
37	37058114	09/08/2023	J.J.R. ENTERPRISES INC	
	PO410032		23-24 Ink Supplies	
	PO410003		Copier Usage/CMS	
			Sub total:	2,060.01
37	37058115	09/08/2023	JAMES, JENNIFER	
	PV400086		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	79.57
37	37058116	09/08/2023	LINDH, CONNELL	
	PO480015		CONTRACTED SERVICES	
			Sub total:	8,000.00
37	37058117	09/08/2023	MAXIM HEALTHCARE SVCS HOLDINGS	
	PO460048		BT staffing	
			Sub total:	5,330.00
37	37058118	09/08/2023	MYSTERY SCIENCE INC	
	PO450032		23-24 Mystery Packs for Vargas	
			Sub total:	6,678.45
37	37058119	09/08/2023	N2Y LLC	
	PO460014		N2Y SymbolStix License SpEd	
			Sub total:	1,855.48
37	37058120	09/08/2023	OSORNO GALVIS, DIANA LUCIA	
	PV400089		PAYMENTS TO PARENTS IN LIEU	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PV400088		PAYMENTS TO PARENTS IN LIEU	
			Sub total:	166.44
37	37058121	09/08/2023	PACIFIC AUTISM CENTER FOR ED	
	PO410098		Non-public School	
	PO410098		Non-public School	
			Sub total:	19,426.50
37	37058122	09/08/2023	PAUL H BROOKES PUBLISHING CO	
	PO460038		Speech Kits and Protocols	
			Sub total:	1,646.09
37	37058123	09/08/2023	PEARSON ASSESSMENTS	
	PO460026		Speech and OT Kits, Protocols	
			Sub total:	2,136.36
37	37058124	09/08/2023	POLITICAL DATA LLC	
	PO480016		CONTRACTED SERVICES	
			Sub total:	575.96
37	37058125	09/08/2023	REALLY GREAT READING CO LLC	
	PO450014		K-2 Phonics for Bishop	
	PO450015		K-2 Phonics for Chery Chase	
	PO450019		K-2 Phonics for Cumberland	
	PO450013		K-2 Phonics for Fairwood	
	PO450018		K-2 Phonics for Lakewood	
	PO450016		K-2 Phonics for San Miguel	
	PO450017		K-2 Phonics for Vargas	
	PO450014		K-2 Phonics for Bishop	
	PO450015		K-2 Phonics for Chery Chase	
	PO450019		K-2 Phonics for Cumberland	
	PO450013		K-2 Phonics for Fairwood	
	PO450018		K-2 Phonics for Lakewood	
	PO450016		K-2 Phonics for San Miguel	
	PO450017		K-2 Phonics for Vargas	
			Sub total:	92,908.50
37	37058126	09/08/2023	SCHOOL SPECIALTY LLC	
	PO460044		LI Order for Daniel C	
			Sub total:	380.52
37	37058127	09/08/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410122		Student Supplies	
	PO410122		Student Supplies	
	PO410122		Student Supplies	
	PO410122		Student Supplies	
			Sub total:	4,941.73
37	37058128	09/08/2023	SUNNYVALE SCHOOL DISTRICT	
	PO430001		Bank Fee	
			Sub total:	82.40

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058129 PV400084	09/08/2023	TECHNOLOGY CREDIT UNION DUES	
			Sub total:	2,000.00
37	37058130 PV400090	09/08/2023	VARGAS, MARILIA PAYMENTS TO PARENTS IN LIEU	
			Sub total:	81.74
37	37058131 PV400091	09/11/2023	BROSS, RACHEL DUES AND MEMBERSHIPS	
			Sub total:	217.00
37	37058132 PV400093	09/11/2023	CHAGOYA, ELIZABETH BUS/VEHICLE SUPPLIES	
			Sub total:	44.73
37	37058133 PO410130	09/11/2023	FIRST CITIZENS BANK & TRUST CO Riso Lease	
			Sub total:	66.05
37	37058134 PO423006	09/11/2023	GOPHER SPORT Cart-After School Sports Equip	
			Sub total:	695.43
37	37058135 PO410009	09/11/2023	J.J.R. ENTERPRISES INC Copier Usage/Lakewood	
			Sub total:	162.30
37	37058136 PO410215 PO410215	09/11/2023	JW PEPPER & SON INC BAND/ORCHESTRA SUPPLIES BAND/ORCHESTRA SUPPLIES	
			Sub total:	976.15
37	37058137 PO419004	09/11/2023	LAKESHORE LEARNING MATERIALS STUDENT JOURNALS	
			Sub total:	121.62
37	37058138 PO413005	09/11/2023	NEARPOD INC Flocabulary renewal 2023-2024	
			Sub total:	3,125.00
37	37058139 PO410197 PO410197 PO410197 PO410197 PO410197 PO410197 PO410197 PO410197	09/11/2023	ODP BUSINESS SOLUTIONS LLC Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies Classroom & Office Supplies	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410212		Supplies-AVID,PBIS,WEB	
	PO410201		Office supplies	
	PO410220		Office Supplies	
			Sub total:	1,947.70
37	37058140	09/11/2023	PALACE BUSINESS SOLUTIONS	
	PO410141		OFFICE SUPPLIES	
			Sub total:	9.92
37	37058141	09/11/2023	POO, DANIEL	
	PO419011		REIMBURSEMENT #10897	
	PO419011		REIMBURSEMENT #10897	
			Sub total:	538.92
37	37058142	09/11/2023	READYREFRESH	
	PO410202		Water delivery	
			Sub total:	191.09
37	37058143	09/11/2023	SONO STRINGS CORPORATION	
	PO410216		Repairs & Maintenance	
			Sub total:	1,329.94
37	37058144	09/11/2023	SOUTHWEST SCHOOL SUPPLY	
	PO416002		Scissors	
	PO410198		Classroom & Office Supplies	
	PO410198		Classroom & Office Supplies	
	PO410198		Classroom & Office Supplies	
	PO410200		School Supplies - Paper	
	PO410200		School Supplies - Paper	
	PO429002		PRESCHOOL CLASSROOM SUPPLIES	
			Sub total:	683.68
37	37058145	09/11/2023	STARTING ARTS	
	PO419009		DEPOSIT FOR STARTING ARTS	
			Sub total:	2,000.00
37	37058146	09/11/2023	VILLANUEVA, LAURA	
	PV400092		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	122.48
37	37058147	09/11/2023	WEST VALLEY MUSIC	
	PO410218		Music Classroom Supplies	
	PO410218		Music Classroom Supplies	
			Sub total:	1,636.87
37	37058148	09/11/2023	WEX BANK	
	PO410073		Annual Fee Chrgs. Fleet	
			Sub total:	2,991.35

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058149 PO440024	09/12/2023	APPLE INC 20 TV's	
			Sub total:	3,251.93
37	37058150 PO491024	09/12/2023	BW PADILLA INC Vargas Hoop Repair	
			Sub total:	1,850.00
37	37058151 PO410133	09/12/2023	DE LAGE LANDEN FINANCIAL SERV Konica Leases	
			Sub total:	153.89
37	37058152 PO429004	09/12/2023	EVERYCHILD CALIFORNIA CSPP 2 DAY TRAINING	
			Sub total:	199.00
37	37058153 PO410205 PO416004 PO410001	09/12/2023	J.J.R. ENTERPRISES INC CALTRONICS BUSINESS SYSTEMS Toner Copier Usage/SPED & Curr.	
			Sub total:	1,608.70
37	37058154 PV400095 PV400095 PV400095 PV400095	09/12/2023	KAISER FOUNDATION HEALTH PLAN HEALTH & WELFARE-CERTFD RETIREE BENEFITS-CERTIFICATD RETIREE BENEFITS-CLASSIFIED MEDICAL INSURANCE	
			Sub total:	562,483.49
37	37058155 PV400094	09/12/2023	KAWAR, NADIA CLASSROOM/OFFICE SUPPLIES	
			Sub total:	21.93
37	37058156 PO415009	09/12/2023	LEXIA LEARNING SYSTEMS LLC ENGLISH LANGUAGE SUBSCRIPTION	
			Sub total:	5,000.00
37	37058157 PO410206 PO410206 PO410206 PO410027 PO410027	09/12/2023	ODP BUSINESS SOLUTIONS LLC ODP BUSINESS SOLUTIONS LLC ODP BUSINESS SOLUTIONS LLC ODP BUSINESS SOLUTIONS LLC SCHOOL SUPPLIES SCHOOL SUPPLIES	
			Sub total:	943.10
37	37058158 PO410141	09/12/2023	PALACE BUSINESS SOLUTIONS OFFICE SUPPLIES	
			Sub total:	71.60
37	37058159 PO419012	09/12/2023	POO, DANIEL STAFF REIMBURSEMENT	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO419012		STAFF REIMBURSEMENT	
			Sub total:	1,040.38
37	37058160	09/12/2023	QUADIEN FINANCE USA INC	
	PO410128		Postage Meter	
			Sub total:	4,177.08
37	37058161	09/13/2023	A-GAS US INC	
	PO491030		Refrigerant Gas	
			Sub total:	425.00
37	37058162	09/13/2023	AEQUOR HEALTHCARE SERVICES LLC	
	PO410079		Staffing for Paras&SpedTeacher	
	PO410079		Staffing for Paras&SpedTeacher	
			Sub total:	14,789.10
37	37058163	09/13/2023	AMPLIFY EDUCATION INC	
	PO450004		Math 6-8 Renewal MiddleSchool	
			Sub total:	23,700.00
37	37058164	09/13/2023	APPLE INC	
	PO460045		Apple Pencil & Ipads for SpEd	
			Sub total:	291.36
37	37058165	09/13/2023	CHAC	
	PO410191		Counseling Services LCAP3.7	
			Sub total:	123,159.50
37	37058166	09/13/2023	CORTEZ COMMERCIAL MAINTENANCE	
	PO491029		Columbia Middle - Cleaning	
	PO491031		San Miguel Cleaning/Maint	
			Sub total:	32,500.00
37	37058167	09/13/2023	FEGER, NICHOLE	
	PV400098		PAYMENTS TO PARENTS IN LIEU	
			Sub total:	136.24
37	37058168	09/13/2023	HANSAN FLOORING COMPANY	
	PO491025		Carpet/Blinds Repair DO Wide	
			Sub total:	5,795.00
37	37058169	09/13/2023	HOPSKIPDRIVE INC	
	PO410084		Translation Services	
			Sub total:	10,221.71
37	37058170	09/13/2023	KENDALL HUNT PUBLISHING CO	
	PO450066		Illustrative Math PD LCAP2.4	
	PO450020		K-5 Math Books for Bishop	
	PO450021		K-5 Math Books for CherryChase	
	PO450027		K-5 Math Books for Ellis	
	PO450023		K-5 Math Books for Fairwood	
			Sub total:	90,376.52

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058171	09/13/2023	KYO AUTISM THERAPY LLC	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
	PO410100		Paras BT Staffing	
			Sub total:	29,372.21
37	37058172	09/13/2023	LAKESHORE LEARNING MATERIALS	
	PO450064		TK Materials for Bishop-Alice	
			Sub total:	5,274.17
37	37058173	09/13/2023	LANGUAGELINE SOLUTIONS	
	PO410101		Translation Services	
			Sub total:	818.98
37	37058174	09/13/2023	MANEUVERING THE MIDDLE LLC	
	PO423007		Math Licenses for 2 Teachers	
			Sub total:	438.00
37	37058175	09/13/2023	MCGRAW HILL	
	PO460011		Juntos Sped Intervention SME	
	PO460011		Juntos Sped Intervention SME	
			Sub total:	8,720.03
37	37058176	09/13/2023	ORNELAS, CRYSTAL	
	PV400096		PAYMENTS TO PARENTS IN LIEU	
			Sub total:	70.74
37	37058177	09/13/2023	PEARSON ASSESSMENTS	
	PO460050		QI academic assessment	
	PO460050		QI academic assessment	
			Sub total:	950.00
37	37058178	09/13/2023	PRO- ED INC	
	PO460031		Speech Protocol	
			Sub total:	167.96
37	37058179	09/13/2023	PROCARE THERAPY	
	PO410106		Staffing Contractor for SLPA	
			Sub total:	2,258.20
37	37058180	09/13/2023	RAFIDI, ABEER N	
	PO410097		Interpretation & Translation	
			Sub total:	2,345.00
37	37058181	09/13/2023	RO HEALTH INC	
	PO410096		Staffing for BT	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410096		Staffing for BT	
			Sub total:	19,720.44
37	37058182	09/13/2023	SODEXO INC & AFFILIATES	
	PO410018		SODEXO CONSULTING	
			Sub total:	93,657.42
37	37058183	09/13/2023	THE BAY SCHOOL	
	PO410222		Contract for 23-24 school year	
			Sub total:	3,778.56
37	37058184	09/13/2023	THE SPEECH PATHOLOGY GROUP	
	PO410089		Staffing for SLP	
			Sub total:	1,625.00
37	37058185	09/13/2023	ZHANG, ZHENHUA	
	PV400097		PAYMENTS TO PARENTS IN LIEU	
			Sub total:	28.30
37	37058186	09/14/2023	A-Z BUS SALES INC	
	PO410038		Bus Services/Repairs	
			Sub total:	226.33
37	37058187	09/14/2023	ALEJANDRE, VANESSA	
	PV400099		ALL OTHER LOCAL REVENUE	
			Sub total:	180.00
37	37058188	09/14/2023	CHACON, MELISSA	
	PO423009		DJ Services for 9-15-23 Dance	
			Sub total:	650.00
37	37058189	09/14/2023	CHIU, CHIN CHIN	
	PV400105		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	81.12
37	37058190	09/14/2023	COBLE, ELISHA	
	PV400110		PAYMENTS TO PARENTS IN LIEU	
			Sub total:	235.80
37	37058191	09/14/2023	DE LAGE LANDEN FINANCIAL SERV	
	PO410133		Konica Leases	
	PO410133		Konica Leases	
			Sub total:	921.01
37	37058192	09/14/2023	EICHLER ASSOCIATES INC	
	PO410167		Consulting Services	
			Sub total:	7,310.00
37	37058193	09/14/2023	EIDE BAILLY LLP	
	PO410223		Auditing Services	
			Sub total:	15,000.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058194 PV400102	09/14/2023	GONZALES, ALBERT R. CLASSROOM/OFFICE SUPPLIES	Sub total: 133.71
37	37058195 PO410040	09/14/2023	INTERSTATE ALL BATTERY CENTER Misc. Batteries/supplies fleet	Sub total: 260.89
37	37058196 PV400100	09/14/2023	ISLAS LOPEZ, MARIEL CLASSROOM/OFFICE SUPPLIES	Sub total: 287.31
37	37058197 PV400104	09/14/2023	KUNZE, DIANA CLASSROOM/OFFICE SUPPLIES	Sub total: 23.98
37	37058198 PV400103	09/14/2023	MARISCAL, REBECCA CLASSROOM/OFFICE SUPPLIES	Sub total: 45.21
37	37058199 PV400106	09/14/2023	NGUYEN, KEITH & EVALYNN PAYMENTS TO PARENTS IN LIEU	Sub total: 157.20
37	37058200 PO410187	09/14/2023	PACIFIC GAS AND ELECTRIC Electricity & Gas	Sub total: 117.78
37	37058201 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007 PO430007	09/14/2023	QBS LLC QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES QBS PAST DUE INVOICES	Sub total: 6,847.00
37	37058202 PO410127	09/14/2023	QUADIENT LEASING USA INC Postage Machine Lease	Sub total: 979.87
37	37058203 PV400101	09/14/2023	SCHWAN, JEFFREY CLASSROOM/OFFICE SUPPLIES	Sub total: 48.62

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Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058207 PO410214	09/14/2023	VERITIV OPERATING COMPANY Jan Supplies DO Wide	
			Sub total:	24.55
37	37058208 PV400109	09/14/2023	YAMILETH TORRES, BRENDA PAYMENTS TO PARENTS IN LIEU	
			Sub total:	68.78
37	37058209 PV400113	09/14/2023	BJORNGJELD, VIOLETA TRFR PASS TRU REV TO DIST	
			Sub total:	9,569.50
37	37058210 PV400112	09/14/2023	SATINOVER, HELENE TRFR PASS TRU REV TO DIST	
			Sub total:	9,569.50
37	37058211 PV400111	09/14/2023	TAGGART SANCHEZ, SHANNON TRFR PASS TRU REV TO DIST	
			Sub total:	9,569.50
37	37058212 PO440034	09/15/2023	BETTER IMPACT USA INC ANNUAL SUBSCRIPTION	
			Sub total:	5,058.00
37	37058213 PO410148 PO410154 PO410153 PO410150 PO410149	09/15/2023	CONSTRUCTION TESTING SERVICES Testing Testing Testing Testing Testing	
			Sub total:	880.01
37	37058214 PV400115	09/15/2023	DE LOS ANGELES LOPEZ, MARIA CLASSROOM/OFFICE SUPPLIES	
			Sub total:	271.97
37	37058215 PV400116	09/15/2023	DUMPSON, CLAUDIA CLASSROOM/OFFICE SUPPLIES	
			Sub total:	75.95
37	37058216 PV400114	09/15/2023	FISCHER, STEPHANIE CLASSROOM/OFFICE SUPPLIES	
			Sub total:	175.96
37	37058217 PV400125	09/15/2023	FLORES, ALEJANDRA ACCOUNTS PAYABLE	
			Sub total:	1,158.92
37	37058218 PV400124	09/15/2023	FOX-GRUGETT, BRENDA ACCOUNTS PAYABLE	
			Sub total:	2,186.91

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058219 PV400123	09/15/2023	GLEIT, PHUONG MILEAGE/PERSONAL EXP REIMB	
			Sub total:	3.11
37	37058220 PV400121	09/15/2023	HIRVONEN, NANCY CLASSROOM/OFFICE SUPPLIES	
			Sub total:	50.39
37	37058221 PV400122	09/15/2023	HODSON, LISA ACCOUNTS PAYABLE	
			Sub total:	6,436.84
37	37058222 PO490005	09/15/2023	HUANG, SHENGHONG LUNCH REFUND	
			Sub total:	159.50
37	37058223 PV400117	09/15/2023	KOO, MICHELLE CLASSROOM/OFFICE SUPPLIES	
			Sub total:	39.25
37	37058224 PO418007	09/15/2023	LAKESHORE LEARNING MATERIALS White Boards	
			Sub total:	186.18
37	37058225 PO410166	09/15/2023	LPA INC Architects/Engineers	
			Sub total:	37,637.29
37	37058226 PV400118	09/15/2023	MALCOLM, MARY CLASSROOM/OFFICE SUPPLIES	
			Sub total:	231.33
37	37058227 PO440035	09/15/2023	MARCIA BRENNER ASSOC LLC ANNUAL SUBSCRIPTION ALERT CREAT	
			Sub total:	1,726.67
37	37058228 PO410051	09/15/2023	MISSION VALLEY FORD TRUCK SALE Misc. Fleet supplies	
			Sub total:	176.33
37	37058229 PO410021	09/15/2023	MORGAN HILL SUPPLY KITCHEN SUPPLIES	
			Sub total:	532.53
37	37058230 PO410111	09/15/2023	OCCUPATIONAL HEALTH CENTERS OF EMPLOYEE TESTING	
			Sub total:	58.00
37	37058231 PO410115	09/15/2023	OFFICE OF THE ATTORNEY GENERAL FINGERPRINTING	
			Sub total:	800.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058232 PO418005	09/15/2023	OTC BRANDS INC PBIS Incentives	Sub total: 131.78
37	37058233 PO417002 PO417002 PO417002	09/15/2023	SCHOLASTIC INC 23-24 Classroom Magazines 23-24 Classroom Magazines 23-24 Classroom Magazines	Sub total: 2,415.12
37	37058234 PO418004	09/15/2023	SCHOOL SPECIALTY LLC Noise Canceling Headphones	Sub total: 154.14
37	37058235 PO440032	09/15/2023	SEHI COMPUTER PRODUCTS INC 2 LaserJet Printers- PreSchool	Sub total: 933.39
37	37058236 PO490003	09/15/2023	SODEXO INC & AFFILIATES SCA MILK PURCHASES JULY&AGUST	Sub total: 16,340.25
37	37058237 PO410031 PO410028 PO410028	09/15/2023	SOUTHWEST SCHOOL SUPPLY 23-24 Supplies School Supplies School Supplies	Sub total: 5,905.15
37	37058238 PO417000	09/15/2023	STARTING ARTS Little Mermaid Deposit	Sub total: 2,000.00
37	37058239 PV400120	09/15/2023	STURM, CARLY CLASSROOM/OFFICE SUPPLIES	Sub total: 42.06
37	37058240 PO410113	09/15/2023	SWING EDUCATION INC SWING SUBS	Sub total: 31,096.00
37	37058241 PO417001 PO418006	09/15/2023	THE RECEPTIONIST Volunteer Sign In App Annual Subscription	Sub total: 3,006.00
37	37058242 PV400119	09/15/2023	WARD, MICHAEL CLASSROOM/OFFICE SUPPLIES	Sub total: 80.03
37	37058243 PO491035	09/19/2023	101 BUILDERS INC Improvement of Bldgs	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO491036		Improvement of Bldgs	
			Sub total:	832,936.01
37	37058244	09/19/2023	ACHIEVEKIDS	
	PO410077		Non-public School Contract	
	PO410077		Non-public School Contract	
			Sub total:	15,102.50
37	37058245	09/19/2023	ADROIT ADVANCED TECHNOLOGIES	
	PO410078		Transportation Services	
			Sub total:	24,939.00
37	37058246	09/19/2023	AEQUOR HEALTHCARE SERVICES LLC	
	PO410079		Staffing for Paras&SpedTeacher	
			Sub total:	16,065.16
37	37058247	09/19/2023	ALL BAY ENVIRONMENTAL	
	PO491037		AHERA Compliance Inspections	
			Sub total:	9,000.00
37	37058248	09/19/2023	AMPLIFY EDUCATION INC	
	PO450000		Math 6-8 Consumables for SMS	
			Sub total:	7,994.24
37	37058249	09/19/2023	APPLE INC	
	PO460045		Apple Pencil & Ipads for SpEd	
			Sub total:	1,981.70
37	37058250	09/19/2023	BUI, GIOVANNI	
	PO423008		PBIS Supplies - Reimbursement	
			Sub total:	554.81
37	37058251	09/19/2023	CALIFORNIA BANK OF COMMERCE	
	PO491033		Retention	
			Sub total:	63,340.48
37	37058252	09/19/2023	CALIFORNIA GEOLOGICAL SURVEY	
	PO491034		California Geological Survey	
			Sub total:	4,800.00
37	37058253	09/19/2023	CALIFORNIA JANITORIAL SUPPLY	
	PO410071		Janitorial Supplies DO Wide	
			Sub total:	215.28
37	37058254	09/19/2023	CISNEROS LOYOLA, YARELY	
	PV400128		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	83.80
37	37058255	09/19/2023	CITY OF SUNNYVALE	
	PO410074		Garbage/Water/Sewer DO Wide	
	PO410074		Garbage/Water/Sewer DO Wide	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410074		Garbage/Water/Sewer DO Wide	
	PO410074		Garbage/Water/Sewer DO Wide	
	PO410074		Garbage/Water/Sewer DO Wide	
	PO410074		Garbage/Water/Sewer DO Wide	
			Sub total:	20,380.35
37	37058256	09/19/2023	CITY OF SUNNYVALE	
	PO410075		False Alarms DO Wide	
			Sub total:	350.00
37	37058257	09/19/2023	CPM EDUCATIONAL PROGRAM	
	PO450091		Algebra Ebook	
			Sub total:	300.00
37	37058258	09/19/2023	FELICANO, ROBERT	
	PV400132		CLASSROOM/OFFICE SUPPLIES	
	PV400131		CLASSROOM/OFFICE SUPPLIES	
	PV400134		CLASSROOM/OFFICE SUPPLIES	
	PV400133		CLASSROOM/OFFICE SUPPLIES	
	PV400133		CLASSROOM/OFFICE SUPPLIES	
	PV400133		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	458.93
37	37058259	09/19/2023	FOLLETT SCHOOL SOLUTIONS LLC	
	PO460034		Instructional & Library Record	
			Sub total:	21,196.86
37	37058260	09/19/2023	GARDENLAND POWER EQUIPMENT	
	PO410052		Ground Misc. Supplies	
			Sub total:	1,367.18
37	37058261	09/19/2023	J.J.R. ENTERPRISES INC	
	PO410193		TONER/INK	
	PO429000		CALTRONICS BLANKET	
			Sub total:	562.00
37	37058262	09/19/2023	JW PEPPER & SON INC	
	PO410215		BAND/ORCHESTRA SUPPLIES	
			Sub total:	28.30
37	37058263	09/19/2023	KENDALL HUNT PUBLISHING CO	
	PO450022		K-5 Math Books for Cumberland	
	PO450024		K-5 Math Books for IMC	
	PO450025		K-5 Math Books for San Miguel	
	PO450025		K-5 Math Books for San Miguel	
	PO450028		K-5 Math Books for Vargas	
			Sub total:	83,530.91
37	37058264	09/19/2023	KENT, GEOFFREY	
	PV400127		ACCOUNTS PAYABLE	
			Sub total:	94.38

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058265	09/19/2023	LAKESHORE LEARNING MATERIALS	
	PO450057		TTK Materials for CES-TK1	
	PO450054		TTK Materials for Ellis-NTK1	
	PO450055		TTK Materials for Ellis-NTK2	
			Sub total:	12,175.14
37	37058266	09/19/2023	LEPISI, JOSHUA	
	PV400126		ACCOUNTS PAYABLE	
			Sub total:	1.22
37	37058267	09/19/2023	LUBRANO, TARA	
	PO460056		LCAP 4.1 SPSA 4.2	
			Sub total:	1,025.69
37	37058268	09/19/2023	MARTINEZ, CELIA	
	PV400135		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	17.45
37	37058269	09/19/2023	MAXIM HEALTHCARE SVCS HOLDINGS	
	PO410105		Paras BT Provider	
	PO410105		Paras BT Provider	
	PO410105		Paras BT Provider	
			Sub total:	6,862.50
37	37058270	09/19/2023	MOBILE MODULAR MANAGEMENT CORP	
	PO410190		Rental of Portables	
	PO410165		Rental of Portables	
			Sub total:	9,238.00
37	37058271	09/19/2023	MYSTERY SCIENCE INC	
	PO450037		23-24 Mystery Packs for CCE	
	PO450038		23-24 Mystery Packs for Ellis	
	PO450036		23-24 Mystery Packs for Fairwo	
			Sub total:	25,175.15
37	37058272	09/19/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410197		Classroom & Office Supplies	
			Sub total:	57.56
37	37058273	09/19/2023	PACE SUPPLY CORP	
	PO410062		Misc. Plumbing Supplies	
	PO410062		Misc. Plumbing Supplies	
			Sub total:	192.35
37	37058274	09/19/2023	PACIFIC GAS AND ELECTRIC	
	PO410187		Electricity & Gas	
	PO410187		Electricity & Gas	
	PO410187		Electricity & Gas	
	PO410187		Electricity & Gas	
	PO410187		Electricity & Gas	
			Sub total:	27,560.42

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058275 PO410106	09/19/2023	PROCARE THERAPY Staffing Contractor for SLPA	
			Sub total:	4,145.40
37	37058276 PO410175	09/19/2023	R&H WHOLESALE SUPPLY INC Misc. Locksmith/Maint Supply	
			Sub total:	37.09
37	37058277 PV400130	09/19/2023	SALAZAR DELGADO, VICTORIA CLASSROOM/OFFICE SUPPLIES	
			Sub total:	145.10
37	37058278 PV400129	09/19/2023	SANCHEZ, JACQUELINE CLASSROOM/OFFICE SUPPLIES	
			Sub total:	273.35
37	37058279 PO491032	09/19/2023	SAUSAL CORPORATION Improvement of Bldgs	
			Sub total:	1,203,469.04
37	37058280 PO410179	09/19/2023	SOUND AND SIGNAL INC Annual Fire Alarm Inspections	
			Sub total:	154.10
37	37058281 PO410199	09/19/2023	SOUTHWEST SCHOOL SUPPLY TEACHER/CLASS SUPPLIES	
			Sub total:	10.50
37	37058282 PO418008 PO418008 PO418008 PO418008	09/19/2023	STURM, CARLY Reimbursement Reimbursement Reimbursement Reimbursement	
			Sub total:	2,982.27
37	37058283 PO450095	09/19/2023	TEACHERS CURRICULUM INSTITUTE 1ST GRADE TEXTBOOKS	
			Sub total:	1,848.83
37	37058284 PV400136 PV400137	09/19/2023	YBARRA, ESTEBAN CLASSROOM/OFFICE SUPPLIES CLASSROOM/OFFICE SUPPLIES	
			Sub total:	435.50
37	37058285 PO460055	09/19/2023	YMCA OF SILICON VALLEY Project Cornerstone LCAP 4.2	
			Sub total:	11,550.00
37	37058286 PO410076	09/20/2023	ACME BOILER & HEATING Backflow Testing/Svc DO Wide	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410076		Backflow Testing/Svc DO Wide	
			Sub total:	7,710.14
37	37058287	09/20/2023	BENCHMARK EDUCATION	
	PO450084		Phonics Intervention for BES	
	PO450082		Phonics Intervention for CES	
	PO450086		Phonics Intervention for Ellis	
	PO450085		Phonics Intervention for SME	
			Sub total:	25,283.08
37	37058288	09/20/2023	CITY OF SUNNYVALE	
	PO410074		Garbage/Water/Sewer DO Wide	
			Sub total:	971.07
37	37058289	09/20/2023	DEMCO INC	
	PO412005		LRC Materials	
			Sub total:	368.77
37	37058290	09/20/2023	FELICANO, ROBERT	
	PV400138		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	56.14
37	37058291	09/20/2023	FLYLEAF PUBLISHING LLC	
	PO450100		Book Set	
	PO450099		Book Set	
	PO450101		Book set	
	PO450097		Book set	
	PO450102		Book sets	
	PO450098		Book sets	
	PO450096		Book sets	
			Sub total:	30,337.27
37	37058292	09/20/2023	HEINEMANN PUBLISHING	
	PO412006		LCAP 2.4	
			Sub total:	2,250.00
37	37058293	09/20/2023	J.J.R. ENTERPRISES INC	
	PO410209		Office Supplies	
	PO410209		Office Supplies	
			Sub total:	972.31
37	37058294	09/20/2023	LAKESHORE LEARNING MATERIALS	
	PO450051		TK Materials for Bishop-Jackie	
	PO450051		TK Materials for Bishop-Jackie	
	PO450050		TK Materials for Bishop-Steve	
	PO450050		TK Materials for Bishop-Steve	
	PO450052		TK Materials for CCE-Denise	
	PO450052		TK Materials for CCE-Denise	
	PO450053		TK Materials for CCE-Megan	
	PO450053		TK Materials for CCE-Megan	
	PO450060		TK Materials for SME-Whitney	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO450060		TK Materials for SME-Whitney	
	PO450056		TTK Materials for Ellis-Railyn	
			Sub total:	18,661.54
37	37058295	09/20/2023	METRO LIGHTING PRODUCTS INC	
	PO410045		Misc. electrical supplies	
			Sub total:	1,022.02
37	37058296	09/20/2023	MYSTERY SCIENCE INC	
	PO450033		23-24 Mystery Packs for Bishop	
	PO450039		23-24 Mystery Packs for Cumber	
	PO450034		23-24 Mystery Packs for Lakewo	
	PO450035		23-24 Mystery Packs for SME	
			Sub total:	34,767.23
37	37058297	09/20/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410112		OFFICE SUPPLIES	
			Sub total:	21.81
37	37058298	09/20/2023	SCHOLASTIC BOOK FAIRS INC	
	PO416005		Book Fair	
			Sub total:	891.88
37	37058299	09/20/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410029		School Supplies	
	PO410029		School Supplies	
	PO410199		TEACHER/CLASS SUPPLIES	
			Sub total:	72.75
37	37058300	09/20/2023	SWAN, GIGI	
	PO419007		STAFF REIMBURSEMENT 10886	
			Sub total:	762.89
37	37058301	09/20/2023	VERITIV OPERATING COMPANY	
	PO410142		OFFICE SUPPLIES	
			Sub total:	644.70
37	37058302	09/21/2023	ACME BOILER & HEATING	
	PO410076		Backflow Testing/Svc DO Wide	
			Sub total:	1,719.71
37	37058303	09/21/2023	AEDIS INC	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	
	PO491041		Architects/Engineers	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO491041		Architects/Engineers	
			Sub total:	101,701.09
37	37058304	09/21/2023	AMERICAN FIDELITY	
	PO410017		Renewal Services	
			Sub total:	755.70
37	37058305	09/21/2023	BAY COUNTIES SMART	
	PO410054		Disposal/dump fees	
			Sub total:	834.96
37	37058306	09/21/2023	BENCHMARK EDUCATION	
	PO450081		Phonics Intervention for CCE	
	PO450079		Phonics Intervention for FEW	
	PO450077		Phonics Intervention for LES	
	PO450083		Phonics Intervention for VES	
			Sub total:	29,719.29
37	37058307	09/21/2023	CAL COAST TELECOM	
	PO440038		AV Tech- Cherry Chase	
			Sub total:	1,128.00
37	37058308	09/21/2023	CALIFORNIA JANITORIAL SUPPLY	
	PO410071		Janitorial Supplies DO Wide	
			Sub total:	600.19
37	37058309	09/21/2023	HANSAN FLOORING COMPANY	
	PO491042		Classrooms Window Shade	
			Sub total:	29,528.00
37	37058310	09/21/2023	ODP BUSINESS SOLUTIONS LLC	
	PO410112		OFFICE SUPPLIES	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
	PO410197		Classroom & Office Supplies	
			Sub total:	375.25
37	37058311	09/21/2023	PACIFIC GAS AND ELECTRIC	
	PO410187		Electricity & Gas	
	PO410187		Electricity & Gas	
			Sub total:	22,938.81
37	37058312	09/21/2023	R&H WHOLESALE SUPPLY INC	
	PO410175		Misc. Locksmith/Maint Supply	
			Sub total:	1,760.63
37	37058313	09/21/2023	S&H CONSTRUCTION INC	
	PO491039		Improvement of Bldgs	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO491038		Improvement of Sites	
	PO491038		Improvement of Sites	
	PO491038		Improvement of Sites	
	PO491038		Improvement of Sites	
			Sub total:	547,072.74
37	37058314	09/21/2023	SAFETY-KLEEN SYSTEMS INC	
	PO410229		Warehouse Misc. Use (Dion)	
			Sub total:	519.71
37	37058315	09/21/2023	US BANK	
	PO430008		US Bank Credit Card	
			Sub total:	23,644.27
37	37058316	09/21/2023	VERITIV OPERATING COMPANY	
	PO410214		Jan Supplies DO Wide	
			Sub total:	3,546.56
37	37058317	09/21/2023	VISTA HIGHER LEARNING INC	
	PO450110		Get ready student edition	
			Sub total:	2,274.14
37	37058318	09/22/2023	95 PERCENT GROUP INC	
	PO460016		SpEd PD Training	
			Sub total:	1,320.00
37	37058319	09/22/2023	APPLE INC	
	PO460051		Clicker Connect SymbolStix	
	PO460052		Apple GoTalk app	
			Sub total:	908.91
37	37058320	09/22/2023	BRIDGE WIRELESS INC	
	PO414000		BRIDGE WIRELESS	
			Sub total:	7,837.42
37	37058321	09/22/2023	FAURE, NATHALIE	
	PV400139		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	80.70
37	37058322	09/22/2023	FOLLETT CONTENT SOLUTIONS LLC	
	PO450094		Books for Author Week	
			Sub total:	11,266.94
37	37058323	09/22/2023	GENERAL PRINTING & DESIGN INC	
	PO414003		COOLE SCHOOL	
	PO414003		COOLE SCHOOL	
	PO414003		COOLE SCHOOL	
			Sub total:	1,168.00
37	37058324	09/22/2023	HERRERA, ALEXANDER	
	PO423010		Reimbursement-Cooking Supplies	
			Sub total:	677.35

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058325 PV400140	09/22/2023	JAUREGUI, OSCAR MAINT/OPERATIONS SUPPLIES	Sub total: 32.57
37	37058326 PO413006	09/22/2023	KUNZE, DIANA Amazon-Science room supplies	Sub total: 749.39
37	37058327 PO460005	09/22/2023	LAKESHORE LEARNING MATERIALS SANDI SpEd PD Training	Sub total: 2,500.00
37	37058328 PO460053	09/22/2023	LIGHTSPEED TECHNOLOGIES Battery for Annelise M	Sub total: 14.64
37	37058329 PO410103	09/22/2023	LOVE, MATTHEW SpEd PD for Instr. and Inclu.	Sub total: 1,320.00
37	37058330 PO410021 PO410021 PO410021 PO410021 PO410021	09/22/2023	MORGAN HILL SUPPLY KITCHEN SUPPLIES KITCHEN SUPPLIES KITCHEN SUPPLIES KITCHEN SUPPLIES KITCHEN SUPPLIES	Sub total: 2,962.75
37	37058331 PO460015	09/22/2023	N2Y LLC Unique Learning System SpEd PD	Sub total: 6,846.00
37	37058332 PV400141	09/22/2023	NAVA, ERICA PAYMENTS TO PARENTS IN LIEU	Sub total: 66.29
37	37058333 PO410192	09/22/2023	ODP BUSINESS SOLUTIONS LLC OFFICE SUPPLIES	Sub total: 67.30
37	37058334 PV400142	09/22/2023	OSORNO GALVIS, DIANA LUCIA PAYMENTS TO PARENTS IN LIEU	Sub total: 114.75
37	37058335 PO416003	09/22/2023	OTC BRANDS INC Student Rewards	Sub total: 134.13
37	37058336 PO410092	09/22/2023	PINE HILL SCHOOL Non-public School	Sub total: 308.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058337	09/22/2023	SANDOVAL, GERSON	
	PO418003		Reimbursement	
	PO418003		Reimbursement	
			Sub total:	767.87
37	37058338	09/22/2023	SANTA CLARA COE	
	PO410134		OFFICE SUPPLIES	
			Sub total:	39.30
37	37058339	09/22/2023	SCC SUPERINTENDENT ASSOC	
	PO480008		DUES/MEMBERSHIPS	
			Sub total:	700.00
37	37058340	09/22/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410146		Office Supplies	
	PO410146		Office Supplies	
	PO410146		Office Supplies	
	PO410146		Office Supplies	
	PO410146		Office Supplies	
	PO410204		SOUTHWEST SCHOOL/OFFICE SUPPLY	
	PO410203		Classroom supplies	
			Sub total:	2,069.28
37	37058341	09/22/2023	STUDIO EM GRAPHIC DESIGN	
	PO410136		CONTRACTED SERVICES	
			Sub total:	491.06
37	37058342	09/22/2023	TEACHERS CURRICULUM INSTITUTE	
	PO450042		Social Studies Workbooks	
			Sub total:	7,349.65
37	37058343	09/22/2023	UNIVERSITY OF OREGON	
	PO450111		PBIS Apps for all schools	
			Sub total:	3,830.00
37	37058344	09/25/2023	ADROIT ADVANCED TECHNOLOGIES	
	PO410078		Transportation Services	
	PO410078		Transportation Services	
			Sub total:	21,548.85
37	37058345	09/25/2023	CHILDREN'S HEALTH COUNCIL	
	PO410081		Non-public School	
	PO410081		Non-public School	
	PO410081		Non-public School	
			Sub total:	21,466.20
37	37058346	09/25/2023	DANNIS WOLIVER KELLEY	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
	PO410135		LEGAL SERVICES	
			Sub total:	9,076.00
37	37058347	09/25/2023	GUMFORY-ESQUIBEL, STACY	
	PV400143		CLASSROOM/OFFICE SUPPLIES	
	PV400144		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	277.11
37	37058348	09/25/2023	J.J.R. ENTERPRISES INC	
	PO410193		TONER/INK	
			Sub total:	243.35
37	37058349	09/25/2023	MAXIM HEALTHCARE SVCS HOLDINGS	
	PO410105		Paras BT Provider	
			Sub total:	4,150.00
37	37058350	09/25/2023	MOBILE MODULAR MANAGEMENT CORP	
	PO410164		Rental of Portables	
			Sub total:	1,830.00
37	37058351	09/25/2023	OCCUPATIONAL HEALTH CENTERS OF	
	PO410111		EMPLOYEE TESTING	
			Sub total:	121.00
37	37058352	09/25/2023	QUETZAL EDUCATION CONSULTING	
	PO410125		Antiracism Education LCAP3.6	
			Sub total:	5,400.00
37	37058353	09/25/2023	RO HEALTH INC	
	PO410096		Staffing for BT	
	PO410096		Staffing for BT	
			Sub total:	9,896.67
37	37058354	09/25/2023	SONO STRINGS CORPORATION	
	PO410216		Repairs & Maintenance	
			Sub total:	289.18
37	37058355	09/25/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410029		School Supplies	
	PO410146		Office Supplies	
	PO410146		Office Supplies	
			Sub total:	83.02
37	37058356	09/25/2023	STARTING ARTS	
	PO410091		Arts Wheel for Elementary	
			Sub total:	33,083.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058357 PO410086	09/25/2023	VISTA CENTER FOR THE BLIND Services for Hard Hearing	
			Sub total:	528.00
37	37058358 PO410083	09/25/2023	WEINGARTEN CHILDREN'S CENTER Non-public School	
			Sub total:	5,064.02
37	37058359 PO410038	09/26/2023	A-Z BUS SALES INC Bus Services/Repairs	
			Sub total:	353.37
37	37058360 PO410079	09/26/2023	AEQUOR HEALTHCARE SERVICES LLC Staffing for Paras&SpedTeacher	
			Sub total:	19,534.34
37	37058361 PO450106	09/26/2023	AMPLIFY EDUCATION INC Desmos Invoice	
			Sub total:	3,273.76
37	37058362 PO420004	09/26/2023	CALIFORNIA SPORT DESIGN CLASSROOM/OFFICE SUPPLIES	
			Sub total:	4,200.88
37	37058363 PO440009	09/26/2023	CENTRAL COMPUTERS INC Miscellaneous Tech Purchases	
			Sub total:	13.04
37	37058364 PO410195	09/26/2023	CITY OF SUNNYVALE CMS Neighborhood REIMB	
			Sub total:	75,220.55
37	37058365 PO491007	09/26/2023	CLEARY CONSULTANTS INC Testing	
			Sub total:	135.00
37	37058366 PO410082	09/26/2023	COVERDALE, BRIANNE BIS Supervisor Contractor	
			Sub total:	10,752.50
37	37058367 PO410133 PO410133 PO410133 PO410133 PO410133 PO410133 PO410133 PO410133 PO410133	09/26/2023	DE LAGE LANDEN FINANCIAL SERV Konica Leases Konica Leases Konica Leases Konica Leases Konica Leases Konica Leases Konica Leases Konica Leases Konica Leases	
			Sub total:	4,144.02

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058368 PO420003	09/26/2023	DEMCO INC CLASSROOM/OFFICE SUPPLIES	Sub total: 237.50
37	37058369 PO410057	09/26/2023	FERGUSON ENTERPRISES Misc. Plumbing Supplies DO Wid	Sub total: 249.65
37	37058370 PO414005	09/26/2023	J.J.R. ENTERPRISES INC CALTRONICS BUSINESS SYSTEMS	Sub total: 818.44
37	37058371 PO491019 PO491019 PV400147 PV400148 PV400149 PV400150 PV400151 PO450058 PO450058	09/26/2023	LAKESHORE LEARNING MATERIALS TK INSTR FURNITURE TK INSTR FURNITURE CLASSROOM/OFFICE SUPPLIES CLASSROOM/OFFICE SUPPLIES CLASSROOM/OFFICE SUPPLIES CLASSROOM/OFFICE SUPPLIES CLASSROOM/OFFICE SUPPLIES TTK Materials for SME-NTK TTK Materials for SME-NTK	Sub total: 34,432.23
37	37058372 PO440029	09/26/2023	MAVERICK NETWORKS INC UCaas Montly Service	Sub total: 10,105.68
37	37058373 PO410105 PO410105 PO410105	09/26/2023	MAXIM HEALTHCARE SVCS HOLDINGS Paras BT Provider Paras BT Provider Paras BT Provider	Sub total: 5,516.50
37	37058374 PO410050	09/26/2023	MORGAN HILL SUPPLY Misc. Maint/Whse Supplies	Sub total: 12,674.44
37	37058375 PO410232	09/26/2023	NELSON, ERIC CONTRACTED SERVICES	Sub total: 7,187.50
37	37058376 PO410098 PO410098	09/26/2023	PACIFIC AUTISM CENTER FOR ED Non-public School Non-public School	Sub total: 27,854.33
37	37058377 PO410187 PO410187	09/26/2023	PACIFIC GAS AND ELECTRIC Electricity & Gas Electricity & Gas	

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
	PO410187	Electricity & Gas		
	PO410187	Electricity & Gas		
			Sub total:	27,921.77
37	37058378	09/26/2023	PALO ALTO CHILDRENS THEATRE	
	PO420002		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	584.00
37	37058379	09/26/2023	R&H WHOLESALE SUPPLY INC	
	PO410175		Misc. Locksmith/Maint Supply	
			Sub total:	169.65
37	37058380	09/26/2023	RO HEALTH INC	
	PO410096		Staffing for BT	
			Sub total:	6,182.07
37	37058381	09/26/2023	RUSSELL SIGLER INC	
	PO410186		Misc. HVAC Supply Dist Wide	
			Sub total:	97.90
37	37058382	09/26/2023	SCHOLASTIC BOOK FAIRS INC	
	PO420006		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	3,489.43
37	37058383	09/26/2023	SONO STRINGS CORPORATION	
	PO410216		Repairs & Maintenance	
			Sub total:	785.70
37	37058384	09/26/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410028		School Supplies	
	PO410203		Classroom supplies	
			Sub total:	104.44
37	37058385	09/26/2023	STARTING ARTS	
	PO420005		CONTRACTED SERVICES	
			Sub total:	2,000.00
37	37058386	09/26/2023	THE BAY SCHOOL	
	PO410222		Contract for 23-24 school year	
			Sub total:	14,519.14
37	37058387	09/26/2023	YBARRA, ESTEBAN	
	PV400146		CLASSROOM/OFFICE SUPPLIES	
	PV400145		CLASSROOM/OFFICE SUPPLIES	
			Sub total:	194.08
37	37058388	09/27/2023	95 PERCENT GROUP INC	
	PO460016		SpEd PD Training	
	PO460016		SpEd PD Training	
			Sub total:	4,970.00
37	37058389	09/27/2023	CALIFORNIA DEPT OF EDUCATION	
	PO410026		COMMODITY & PROCESSORS	
			Sub total:	522.60

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058390 PO440033	09/27/2023	CDW-GOVERNMENT INC 6 Tripp Lite Wall Brackets	Sub total: 285.14
37	37058391 PO410219	09/27/2023	EMC RESEARCH INC CONTRACTED SERVICES	Sub total: 18,600.00
37	37058392 PO410129	09/27/2023	FIRST CITIZENS BANK & TRUST CO Riso Leases	Sub total: 444.81
37	37058393 PO460006	09/27/2023	HOUGHTON MIFFLIN HARCOURT READ 180 Universal SpEd PD	Sub total: 2,400.00
37	37058394 PO480011	09/27/2023	LEADERSHIP ASSOCIATES LLC CONTRACTED SERVICES	Sub total: 8,439.72
37	37058395 PO440028	09/27/2023	LENOVO INC 21 Google Software License	Sub total: 798.00
37	37058396 PO460009	09/27/2023	MCGRAW-HILL SCHOOL EDUCATION Juntos SpEd Interventions PD	Sub total: 1,500.00
37	37058397 PO410164	09/27/2023	MOBILE MODULAR MANAGEMENT CORP Rental of Portables	Sub total: 1,830.00
37	37058398 PO410021	09/27/2023	MORGAN HILL SUPPLY KITCHEN SUPPLIES	Sub total: 1,245.12
37	37058399 PO410141	09/27/2023	PALACE BUSINESS SOLUTIONS OFFICE SUPPLIES	Sub total: 27.96
37	37058400 PV400154	09/28/2023	BLOOMER, PAUL CONFERENCE EXPENSES	Sub total: 12.00
37	37058401 PO410071	09/28/2023	CALIFORNIA JANITORIAL SUPPLY Janitorial Supplies DO Wide	Sub total: 3,757.22
37	37058402 PO410227	09/28/2023	CAROLINA BIOLOGICAL SUPPLY CO Forensics supplies.	Sub total: 378.59

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058403 PO410075	09/28/2023	CITY OF SUNNYVALE False Alarms DO Wide	
			Sub total:	200.00
37	37058404 PO423011	09/28/2023	EL SABOR DE MERCEDES INC Burritos&Juice - 9/15/23 Dance	
			Sub total:	1,898.69
37	37058405 PO491040	09/28/2023	EV CONNECT INC EVC Network Cloud Subscription	
			Sub total:	7,457.16
37	37058406 PV400153	09/28/2023	GEVER, STEEV CLASSROOM/OFFICE SUPPLIES	
			Sub total:	26.88
37	37058407 PO418009	09/28/2023	HIDDEN VILLA Tickets for Hidden Villa	
			Sub total:	1,020.00
37	37058408 PO410042	09/28/2023	HOME DEPOT CREDIT SERVICES Misc. Maintenance Supplies	
			Sub total:	3,858.64
37	37058409 PO410065	09/28/2023	J.J.R. ENTERPRISES INC Printer/Fax Supplies OPS	
			Sub total:	301.16
37	37058410 PV400152	09/28/2023	KOO, MICHELLE CLASSROOM/OFFICE SUPPLIES	
			Sub total:	27.26
37	37058411 PO410041	09/28/2023	LOWE'S BUSINESS ACCOUNT Maintenance Supplies	
			Sub total:	3,304.16
37	37058412 PO410187 PO410187 PO410187 PO410187 PO410187 PO410187 PO410187 PO410187 PO410187 PO410187	09/28/2023	PACIFIC GAS AND ELECTRIC Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas Electricity & Gas	
			Sub total:	35,307.02
37	37058413 PO413004	09/28/2023	SCHOOL SPECIALTY LLC PE equipment	
			Sub total:	481.00

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058414 PO410142	09/28/2023	VERITIV OPERATING COMPANY OFFICE SUPPLIES	
			Sub total:	92.10
37	37058415 PO410079	09/29/2023	AEQUOR HEALTHCARE SERVICES LLC Staffing for Paras&SpedTeacher	
			Sub total:	14,643.80
37	37058416 PO450065	09/29/2023	BENCHMARK EDUCATION Adelante Teacher Training	
			Sub total:	2,800.00
37	37058417 PO410224	09/29/2023	BLICK ART MATERIALS Art classroom supplies	
			Sub total:	2,199.33
37	37058418 PO450118	09/29/2023	ESGI LLC Specialist license	
			Sub total:	3,865.00
37	37058419 PO460059 PO460059	09/29/2023	EVERYCHILD CALIFORNIA Fall conference TA 2023 Fall conference TA 2023	
			Sub total:	900.00
37	37058420 PO410044	09/29/2023	GRAINGER Mis. Hardware Supplies Maint.	
			Sub total:	211.52
37	37058421 PO450109 PO450107	09/29/2023	HEINEMANN PUBLISHING Fountas FPC Fountas Prek materials	
			Sub total:	7,816.36
37	37058422 PO410116	09/29/2023	J.J.R. ENTERPRISES INC COPIER SUPPLIES FOR HR	
			Sub total:	125.50
37	37058423 PO417004	09/29/2023	LAKESHORE LEARNING MATERIALS Library Order- In store	
			Sub total:	407.64
37	37058424 PO450119	09/29/2023	MATH INSTITUTE OF WISCONSIN registration fee LCAP 2.4	
			Sub total:	209.19
37	37058425 PO410112 PO410112	09/29/2023	ODP BUSINESS SOLUTIONS LLC OFFICE SUPPLIES OFFICE SUPPLIES	
			Sub total:	153.98

Warrant Number	Reference Number	Issue Date	Payee and Purpose	Expenditure
37	37058426	09/29/2023	QBS LLC	
	PO410230		Safety care trainings	
			Sub total:	1,750.00
37	37058427	09/29/2023	SOUTHWEST SCHOOL SUPPLY	
	PO410031		23-24 Supplies	
	PO410029		School Supplies	
	PO410029		School Supplies	
	PO410029		School Supplies	
	PO410029		School Supplies	
	PO410028		School Supplies	
	PO410203		Classroom supplies	
	PO410203		Classroom supplies	
	PO410203		Classroom supplies	
	PO410203		Classroom supplies	
			Sub total:	1,191.48
37	37058428	09/29/2023	THE STEPPING STONES GROUP LLC	
	PO410088		Staffing Contractor for BT	
			Sub total:	21,205.50
				Total Warrants Issued: 6,537,290.01
				Total Warrants Canceled: 11,003.86
				Total Warrants (Issued - Canceled): 6,526,286.15

010 GENERAL FUND

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
440041	B & H FOTO ELECTRONICS CORP	USB-C Adapters	807.48	TECHNOLOGY DEPARTMENT
440034	BETTER IMPACT USA INC	ANNUAL SUBSCRIPTION	5,058.00	HUMAN RESOURCES DEPARTMENT
440038	CAL COAST TELECOM	AV Tech- Cherry Chase	1,128.00	TECHNOLOGY DEPARTMENT
416004	CALTRONICS BUSINESS SYSTEMS	Toner	905.74	FAIRWOOD
416008	CALTRONICS BUSINESS SYSTEMS	Toner for printers	381.94	FAIRWOOD
419017	CAROTHERS, RYAN	TEACHER REIMBURSEMENT	300.00	COLUMBIA MIDDLE
440036	CDW-GOVERNMENT INC	5 Projector Lamps- Bishop	990.53	TECHNOLOGY DEPARTMENT
440037	CDW-GOVERNMENT INC	QuickMap Network Tester	2,127.70	TECHNOLOGY DEPARTMENT
420003	DEMCO INC		236.49	SAN MIGUEL
410223	EIDE BAILLY LLP	Auditing Services	60,000.00	BUSINESS SERVICES DEPARTMENT
450114	HO, JOANNA	Author visit	4,000.00	CURRICULUM DEPARTMENT
480017	LEADERSHIP ASSOCIATES LLC	CONTRACTED SERVICES	1,614.72	SUPERINTENDENT
480015	LINDH, CONNELL	CONTRACTED SERVICES	8,000.00	SUPERINTENDENT
440035	MARCIA BRENNER ASSOC LLC	ANNUAL SUBSCRIPTION ALERT CREAT	1,726.67	HUMAN RESOURCES DEPARTMENT
419013	MYBINDING LLC	OFFICE SUPPLIES	158.21	COLUMBIA MIDDLE
450104	NCTM	Math coaching book	79.01	CURRICULUM DEPARTMENT
410232	NELSON, ERIC	CONTRACTED SERVICES	16,875.00	SUPERINTENDENT
440040	NETWORK CABLING SOLUTIONS INC	Ellis Fiber Replacement	5,128.75	TECHNOLOGY DEPARTMENT
419018	NEWSELA	ELA LICENSING	3,685.00	COLUMBIA MIDDLE
416007	ODP BUSINESS SOLUTIONS LLC	Watercolor paint sets	70.71	FAIRWOOD
416003	ORIENTAL TRADING COMPANY INC	Student Rewards	132.76	FAIRWOOD
480016	POLITICAL DATA LLC	CONTRACTED SERVICES	575.96	SUPERINTENDENT
410230	QBS LLC	Safety care trainings	10,000.00	SPECIAL EDUCATION DEPARTMENT
430007	QBS LLC	QBS PAST DUE INVOICES	6,815.00	SPECIAL EDUCATION DEPARTMENT
460049	REALLY GREAT READING CO LLC	PD Support	1,091.25	CURRICULUM DEPARTMENT
415013	SCHOOL SPECIALTY LLC	SCHOOL SUPPLIES	279.77	ELLIS
419019	SEHI COMPUTER PRODUCTS INC	PRINTERS	4,666.95	COLUMBIA MIDDLE
440039	SEHI COMPUTER PRODUCTS INC	5 Long Throw Projectors- SMS	4,721.62	TECHNOLOGY DEPARTMENT
440042	SEHI COMPUTER PRODUCTS INC	10 Projector Lamps	667.74	TECHNOLOGY DEPARTMENT
416002	SOUTHWEST SCHOOL SUPPLY	Scissors	9.82	FAIRWOOD
419009	STARTING ARTS	DEPOSIT FOR STARTING ARTS	2,000.00	COLUMBIA MIDDLE
415014	THE PROPHET CORPORATION	PLAYWORKS EQUIPMENT	627.29	ELLIS
430008	US BANK	US Bank Credit Card	23,644.27	BUSINESS SERVICES DEPARTMENT
TOTAL FUND			168,506.38	

018 GENERAL FLEXIBILITY

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
410224	BLICK ART MATERIALS	Art classroom supplies	2,182.50	SUNNYVALE MIDDLE
415015	BOOKSOURCE	CLASSROOM LIBRARY BOOKS	3,685.97	ELLIS
410227	CAROLINA BIOLOGICAL SUPPLY CO	Forensics supplies.	378.59	SUNNYVALE MIDDLE
417005	CROWN AWARDS	Awards	2,236.14	VARGAS
450118	ESGI LLC	Specialist license	4,217.68	CURRICULUM DEPARTMENT
410233	FOLLETT SCHOOL SOLUTIONS LLC	Various library supplies	545.63	SUNNYVALE MIDDLE
412006	HEINEMANN	LCAP 2.4	16,805.25	BISHOP
416006	HEINEMANN	Benchmark student folders	265.38	FAIRWOOD
423010	HERRERA, ALEXANDER	Reimbursement-Cooking Supplies	677.35	SUNNYVALE MIDDLE
419016	HILL CONSULTING SERVICES	SLP TEACHER SOFTWARE	169.00	COLUMBIA MIDDLE
417003	LAKESHORE LEARNING MATERIALS	Library Order	350.14	VARGAS
417004	LAKESHORE LEARNING MATERIALS	Library Order- In store	406.73	VARGAS
418007	LAKESHORE LEARNING MATERIALS	White Boards	186.18	LAKEWOOD
460056	LUBRANO, TARA	LCAP 4.1 SPSA 4.2	1,025.69	BISHOP
423007	MANEUVERING THE MIDDLE LLC	Math Licenses for 2 Teachers	438.00	SUNNYVALE MIDDLE
450119	MATH INSTITUTE OF WISCONSIN	registration fee LCAP 2.4	209.19	CURRICULUM DEPARTMENT
410226	MUSIC THEATRE INTERNATIONAL	LittleMermProductionMaterials	1,418.63	SUNNYVALE MIDDLE
418005	ORIENTAL TRADING COMPANY INC	PBIS Incentives	169.97	LAKEWOOD
450111	PBIS APPS	PBIS Apps for all schools	3,830.00	CURRICULUM DEPARTMENT
410225	PSI CONSULTING INC	Art classroom supplies	1,636.88	SUNNYVALE MIDDLE
410229	SAFETY-KLEEN SYSTEMS INC	Warehouse Misc. Use (Dion)	3,000.00	OPERATIONS
417002	SCHOLASTIC INC	23-24 Classroom Magazines	2,415.12	VARGAS
418004	SCHOOL SPECIALTY LLC	Noise Canceling Headphones	154.14	LAKEWOOD
418008	STURM, CARLY	Reimbursement	3,042.81	LAKEWOOD
410238	SUNNYVALE FORD	Misc. Parts for Fleet	2,500.00	OPERATIONS
417001	THE RECEPTIONIST	Volunteer Sign In App	1,980.00	VARGAS
418006	THE RECEPTIONIST	Annual Subscription	1,119.62	LAKEWOOD
410228	VWR FUNDING INC	Forensics supplies.	434.04	SUNNYVALE MIDDLE
460055	YMCA OF SILICON VALLEY	Project Cornerstone LCAP 4.2	11,550.00	CURRICULUM DEPARTMENT
TOTAL FUND			67,030.63	

050 ROUTINE REPAIR AND MAINTENANCE

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
491030	A-GAS US INC	Refrigerant Gas	425.00	OPERATIONS
491037	ALL BAY ENVIRONMENTAL	AHERA Compliance Inspections	9,000.00	OPERATIONS
491029	CORTEZ, ANSELMO	Columbia Middle - Cleaning	19,790.00	OPERATIONS
491031	CORTEZ, ANSELMO	San Miguel Cleaning/Maint	12,710.00	OPERATIONS
491040	EV CONNECT INC	EVC Network Cloud Subscription	7,457.16	OPERATIONS
410237	THE TREE TEAM INC	Tree Services District Wide	25,000.00	OPERATIONS
		TOTAL FUND	74,382.16	

060 RESTRICTED PROGRAMS

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
450106	AMPLIFY EDUCATION INC	Desmos Invoice	3,273.75	CURRICULUM DEPARTMENT
460058	BLAZEPOD INC	APE trainer bundle	751.87	SPECIAL EDUCATION DEPARTMENT
423008	BUI, GIOVANNI	PBIS Supplies - Reimbursement	554.81	SUNNYVALE MIDDLE
420004	CALIFORNIA SPORT DESIGN		4,200.88	SAN MIGUEL
413008	CALIFORNIA WEEKLY EXPLORER INC	Walk Through Presentations	2,735.98	CHERRY CHASE
414005	CALTRONICS BUSINESS SYSTEMS	CALTRONICS BUSINESS SYSTEMS	818.44	CUMBERLAND
423009	CHACON, MELISSA	DJ Services for 9-15-23 Dance	650.00	SUNNYVALE MIDDLE
450108	COMMITTEE FOR CHILDREN	Juntos items for Second Step p	89.48	CURRICULUM DEPARTMENT
417006	CUSTOMINK LLC	Student Council Shirts	489.97	VARGAS
423011	EL SABOR DE MERCEDES INC	Burritos&Juice - 9/15/23 Dance	1,898.78	SUNNYVALE MIDDLE
450105	FOLLETT CONTENT SOLUTIONS LLC	Dreamer books	1,681.89	CURRICULUM DEPARTMENT
413007	GENERAL BINDING CORPORATION	New laminator	4,302.08	CHERRY CHASE
410231	GUERIN, DIANE	DIANE GUERIN	17,000.00	CUMBERLAND
450107	HEINEMANN	Fountas Prek materials	4,750.75	CURRICULUM DEPARTMENT
450109	HEINEMANN	Fountas FPC	4,750.75	CURRICULUM DEPARTMENT
418009	HIDDEN VILLA	Tickets for Hidden Villa	1,126.17	LAKEWOOD
460061	INTERACTIVE HEALTH TECH LLC	APE equipments	945.02	SPECIAL EDUCATION DEPARTMENT
413009	JUNIOR LIBRARY GUILD	Library Books	2,978.04	CHERRY CHASE
414006	JUNIOR LIBRARY GUILD	JUNIOR LIBRARY GUILD	3,097.78	CUMBERLAND
413006	KUNZE, DIANA	Amazon-Science room supplies	860.22	CHERRY CHASE
419014	LOGO LOCKER LLC	P.E. CLOTHES	5,925.49	COLUMBIA MIDDLE
450113	MATH INSTITUTE OF WISCONSIN	Planning Guide Math	3,273.75	CURRICULUM DEPARTMENT
420002	PALO ALTO CHILDRENS THEATRE		637.29	SAN MIGUEL
419011	POO, DANIEL	REIMBURSEMENT #10897	538.92	COLUMBIA MIDDLE
419012	POO, DANIEL	STAFF REIMBURSEMENT	1,040.38	COLUMBIA MIDDLE
419015	QUAVERED INC	MUSIC SOFTWARE	900.00	COLUMBIA MIDDLE
450115	REALLY GREAT READING CO LLC	School year subscription	4,645.45	CURRICULUM DEPARTMENT
419010	ROYAL COACH TOURS	STRIVE FIELD TRIP	996.00	COLUMBIA MIDDLE
418003	SANDOVAL, GERSON	Reimbursement	767.97	LAKEWOOD
416005	SCHOLASTIC BOOK FAIRS INC	Book Fair	891.88	FAIRWOOD
420006	SCHOLASTIC BOOK FAIRS INC		3,486.43	SAN MIGUEL
413010	SCHOOL SPECIALTY LLC	Recess equipment	1,100.94	CHERRY CHASE
417000	STARTING ARTS	Little Mermaid Deposit	2,000.00	VARGAS
420005	STARTING ARTS		17,269.03	SAN MIGUEL
423006	THE PROPHET CORPORATION	Cart-After School Sports Equip	695.43	SUNNYVALE MIDDLE
450112	VENTRIS LEARNING LLC	Teacher Manuals for Vargas	653.10	CURRICULUM DEPARTMENT
450117	VENTRIS LEARNING LLC	Teacher Manuals	2,694.04	CURRICULUM DEPARTMENT
450110	VISTA HIGHER LEARNING INC	Get ready student edition	2,236.85	CURRICULUM DEPARTMENT
450116	VISTA HIGHER LEARNING INC	Galeria C student edition	3,393.22	CURRICULUM DEPARTMENT
TOTAL FUND			110,102.83	

080 SPECIAL EDUCATION

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
460051	APPLE INC	Clicker Connect SymbolStix	799.80	CURRICULUM DEPARTMENT
460052	APPLE INC	Apple GoTalk app	109.11	CURRICULUM DEPARTMENT
410236	BAK, HELEN H	Settlement agreement	20,000.00	SPECIAL EDUCATION DEPARTMENT
460054	COMMUNITY PRODUCTS LLC	Compass chair	431.04	SPECIAL EDUCATION DEPARTMENT
410235	EDTHEORY LLC	Staffing support	105,000.00	SPECIAL EDUCATION DEPARTMENT
460053	LIGHTSPEED TECHNOLOGIES	Battery for Annelise M	14.64	SPECIAL EDUCATION DEPARTMENT
460050	PEARSON ASSESSMENTS	QI academic assessment	950.00	CURRICULUM DEPARTMENT
410234	SHALOM STAFFING LLC	Staffing	130,000.00	SPECIAL EDUCATION DEPARTMENT
410222	THE BAY SCHOOL	Contract for 23-24 school year	140,000.00	SPECIAL EDUCATION DEPARTMENT
460057	WEB RESOURCE LLC	Rocking Chair	254.61	SPECIAL EDUCATION DEPARTMENT
460060	WPS PUBLISH	YCAT kit	1,595.30	SPECIAL EDUCATION DEPARTMENT
		TOTAL FUND	399,154.50	

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120 CHILD DEVELOPMENT

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
429004	EVERYCHILD CALIFORNIA	CSPP 2 DAY TRANING	217.16	STATE PRESCHOOL
460059	EVERYCHILD CALIFORNIA	Fall conference TA 2023	900.00	SPECIAL EDUCATION DEPARTMENT
TOTAL FUND			1,117.16	

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130 CAFETERIA

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
490004	APPLE INC	PROPOSAL FOR IMAC KITCHEN	12,576.92	FOOD SERVICE
490005	HUANG, SHENGHONG	LUNCH REFUND	159.50	FOOD SERVICE
490006	SEHI COMPUTER PRODUCTS INC	QUOTE PRINTER KITCHENS	4,200.25	FOOD SERVICE
490003	SODEXO INC & AFFILIATES	SCA MILK PURCHASES JULY&AGUST	16,340.25	FOOD SERVICE
		TOTAL FUND	33,276.92	

213 BUILDING G.O. BOND #3

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
491035	101 BUILDERS INC	Improvement of Bldgs	373,278.90	OPERATIONS
491036	101 BUILDERS INC	Improvement of Bldgs	459,657.11	OPERATIONS
491041	AEDIS INC	Architects/Engineers	101,701.09	OPERATIONS
491033	CALIFORNIA BANK OF COMMERCE	Retention	63,340.48	OPERATIONS
491034	CALIFORNIA GEOLOGICAL SURVEY	California Geological Survey	4,800.00	OPERATIONS
491043	CARROLL ENGINEERING	Ground Topographic Survey	2,500.00	OPERATIONS
491042	HANSAN FLOORING COMPANY	Classrooms Window Shade	29,528.00	OPERATIONS
491044	PROCORE TECHNOLOGIES INC.	Software Subscription	24,321.00	OPERATIONS
491032	SAUSAL CORPORATION	Improvement of Bldgs	1,203,469.04	OPERATIONS
		TOTAL FUND	2,262,595.62	

250 CAPITAL FACILITIES

P.O.#	VENDOR NAME	DESCRIPTION	AMOUNT	SITE NAMES
491038	S&H CONSTRUCTION INC	Improvement of Sites	384,351.04	OPERATIONS
491039	S&H CONSTRUCTION INC	Improvement of Bldgs	162,721.70	OPERATIONS
TOTAL FUND			547,072.74	
TOTAL DISTRICT			3,663,238.94	

FUND		AMOUNT
010	GENERAL FUND	168,506.38
018	GENERAL FLEXIBILITY	67,030.63
050	ROUTINE REPAIR AND MAINTENANCE	74,382.16
060	RESTRICTED PROGRAMS	110,102.83
080	SPECIAL EDUCATION	399,154.50
120	CHILD DEVELOPMENT	1,117.16
130	CAFETERIA	33,276.92
213	BUILDING G.O. BOND #3	2,262,595.62
250	CAPITAL FACILITIES	547,072.74
	TOTAL DISTRICT	3,663,238.94



12. FUTURE MEETINGS/ADJOURNMENT

Quick Summary / Abstract

Thursday, November 2, 2023 at 6:00 PM
Regular Board Meeting