

Board Office Use: Legislative File Info.	
File ID Number	14-2215
Introduction Date	1-14-15
Enactment Number	15-0072
Enactment Date	1/14/15 O.A.



Memo

To Board of Education
From Antwan Wilson, Superintendent

Board Meeting Date
(To be completed by Procurement) 1/14/15

Subject Professional Services Contract - Super Achievement, Inc.
- 138/Markham Elementary School (site/department)

Action Requested Ratification of professional services contract between Oakland Unified School District and Super Achievement, Inc.. Services to be primarily provided to 138/Markham Elementary School for the period of 10/28/2014 through 06/11/2015.

Background
A one paragraph explanation of why the consultant's services are needed.

Super Achievement will provide professional development and on-site coaching to support students and teachers to transform the classroom into a positive, physically and emotionally safe environment, in which learning consistently takes place in order to improve academic achievement.

Discussion
One paragraph summary of the scope of work.

Ratification by the Board of Education of a Professional Services Contract between the District and Super Achievement, San Ramon, CA, for the latter to provide professional development and on-site coaching components to remove cognitive blocks to implementing and getting the best possible results from present school programs for restorative justice and from Playworks, etc.; solving administrator and teacher frustration with students not learning well, discipline, motivation, stress and overwhelm, with the system not reaching District goals; classroom management, effective communication-how to speak and interact with parents, colleagues, and students as positively and calmly as possible, separating personal issues from the classroom, learn how to help students separate home issues from classroom activities, how to teach children anger control, how to create and model a caring, positive, and welcoming classroom environment at Markham Elementary School for the period of October 28, 2014 through June 11, 2015, in an amount not to exceed \$30,000.00.

Recommendation Ratification of professional services contract between Oakland Unified School District and Super Achievement, Inc.. Services to be primarily provided to 138/Markham Elementary School for the period of 10/28/2014 through 06/11/2015.

Fiscal Impact Funding resource name (please spell out) 0002/Unrestricted Instruction Supplemental not to exceed \$ 30,000.00

- Attachments**
- Professional Services Contract including scope of work
 - Fingerprint/Background Check Certification
 - Insurance Certification
 - TB screening documentation
 - Statement of qualifications

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OAKLAND UNIFIED
SCHOOL DISTRICT
Community Schools, Thriving Students

PROFESSIONAL SERVICES CONTRACT 2014-2015

This Agreement is entered into between Super Achievement, Inc.

(CONTRACTOR) and Oakland Unified School District (OUSD). OUSD is authorized by Government Code Section 53060 to contract for the furnishing of special services and advice in financial, economic, accounting, engineering, legal, and administrative matters with persons specially trained, experienced, and competent to perform such services. CONTRACTOR warrants it is specially trained, experienced, and competent to provide such services. The parties agree as follows:

- Services:** CONTRACTOR shall provide the ("Services" or "Work") as described in **Exhibit "A,"** attached hereto and incorporated herein by reference.
- Terms:** CONTRACTOR shall commence work on 10/28/2014, or the day immediately following approval by the Superintendent if the aggregate amount CONTRACTOR has contracted with the District is below \$84,100 in the current fiscal year; or, approval by the Board of Education if the total contract(s) exceed \$84,100, whichever is later. The work shall be completed no later than 06/11/2015.
- Compensation:** OUSD agrees to pay CONTRACTOR for services satisfactorily rendered pursuant to this Agreement. The compensation under this Contract shall not exceed Thirty Thousand Dollars (\$ 30,000.00) [per fiscal year], at an hourly billing rate not to exceed \$ 100.00 per hour. This sum shall be for full performance of this Agreement and includes all fees, costs, and expenses incurred by Contractor including, but not limited to, labor, materials, taxes, profit, overhead, travel, insurance, subcontractor costs, and other costs.

If CONTRACTOR will be compensated hourly for services provided under this Contract, CONTRACTOR shall describe in Exhibit "A," attached hereto, the specific scope of services to be delivered on an hourly basis to OUSD.

OUSD shall not be liable to CONTRACTOR for any costs or expenses paid or incurred by CONTRACTOR in performing services for OUSD, except as follows: N/A.

Payment for Work shall be made for all undisputed amounts in monthly installment payments within forty-five (45) days after CONTRACTOR submits an invoice to OUSD for Work actually completed and after OUSD's written approval of the Work, or the portion of the Work for which payment is to be made.

The granting of any payment by OUSD, or the receipt thereof by CONTRACTOR, shall in no way lessen the liability of CONTRACTOR to correct unsatisfactory work, although the unsatisfactory character of that work may not have been apparent or detected at the time a payment was made. Work, which does not conform to the requirements of this Agreement, may be rejected by the District and in that case must be replaced by CONTRACTOR without delay.

- Equipment and Materials:** CONTRACTOR shall provide all equipment, materials, and supplies necessary for the performance of this Agreement *except:* N/A, which shall not exceed a total cost of _____.

5. **CONTRACTOR Qualifications / Performance of Services:**

CONTRACTOR Qualifications: CONTRACTOR warrants it is specially trained, experienced, competent and fully licensed to provide the Services required by this Agreement in conformity with the laws and regulations of the State of California, the United States of America, and all local laws, ordinances and/or regulations, as they may apply.

Standard of Care: CONTRACTOR warrants that CONTRACTOR has the qualifications and ability to perform the Services in a professional manner, without the advice, control, or supervision of OUSD. CONTRACTOR's services will be performed, findings obtained, reports and recommendations prepared in accordance with generally and currently accepted principles and practices of its profession for services to California school districts.

- Invoicing:** Invoices furnished by CONTRACTOR under this Agreement must be in a form acceptable to OUSD. All amounts paid by OUSD shall be subject to audit by OUSD. Invoices shall include, but not be limited to: Contractor name, Contractor address, invoice date, invoice number, purchase order number, name of school or department service was provided to, period of service, name of the person performing the service, date service was rendered, brief description of services provided, number of hours of service, hourly rate, total payment requested.
- Notices:** All notices and invoices provided for under this Agreement shall be in writing and either personally delivered during normal business hours or sent by U.S. Mail (certified, return receipt requested) with postage prepaid to the other party at the address set forth below:

OUSD Representative:

Name: Alana Whitt-Smith
Site /Dept.: 138/Markham Elementary School
Address: 7220 Krause Avenue
Oakland, CA 94605
Phone: (510) 639-3202
Email: Alana.Whitt-Smith@ousd.k12.ca.us

CONTRACTOR:

Name: Selina Jackson
Title: Educational Consultant
Address: 2415 San Ramon Valley Road, Suite 4352
San Ramon CA 94583
Phone: (714) 309-4824
Email: selina@superachievement.net

Notice shall be effective when received if personally served or, if mailed, three days after mailing. Either party must give written notice of a change of address.

8. **Status of Contractor:** This is not an employment contract. CONTRACTOR, in the performance of this Agreement, shall be and act as an independent contractor. CONTRACTOR understands and agrees that it and all of its employees shall not be considered officers, employees, agents, partner, or joint venture of OUSD, and are not entitled to benefits of any kind or nature normally provided employees of OUSD and/or to which OUSD's employees are normally entitled, including, but not limited to, State Unemployment Compensation or Worker's Compensation. CONTRACTOR shall assume full responsibility for payment of all Federal, State, and local taxes or contributions, including unemployment insurance, social security and income taxes with respect to CONTRACTOR's employees. In the performance of the work herein contemplated, CONTRACTOR is an independent contractor or business entity, with the sole authority for controlling and directing the performance of the details of the work, OUSD being interested only in the results obtained.

9. **Insurance:**

1. Unless specifically waived by OUSD, the following insurance is required:

i. If CONTRACTOR employs any person to perform work in connection with this Agreement, CONTRACTOR shall procure and maintain at all times during the performance of such work, Workers' Compensation Insurance in conformance with the laws of the State of California and Federal laws when applicable. Employers' Liability Insurance shall not be less than One Million Dollars (\$1,000,000) per accident or disease.

Check one of the boxes below:

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

CONTRACTOR does not employ anyone in the manner subject to the workers' compensation laws of California.

ii. CONTRACTOR shall maintain Commercial General Liability insurance, including automobile coverage with limits of One Million Dollars (\$1,000,000) per occurrence for bodily injury and property damage. The coverage shall be primary as to OUSD and shall name OUSD as an additional insured. Evidence of insurance must be attached. Endorsement of OUSD as an additional insured shall not affect OUSD's rights to any claim, demand, suit or judgment made, brought or recovered against CONTRACTOR. The policy shall protect CONTRACTOR and OUSD in the same manner as though each were separately issued. Nothing in said policy shall operate to increase the Insurer's liability as set forth in the policy beyond the amount or amounts shown or to which the Insurer would have been liable if only one interest were named as an insured.

iii. If CONTRACTOR is offering OUSD professional advice under this Contract, CONTRACTOR shall maintain Errors and Omissions insurance or Professional Liability insurance with coverage limits of One Million Dollars (\$1,000,000) per claim.

OR

iv. CONTRACTOR is not required to maintain any insurance under this agreement. (Completed and approved Waiver of Insurance Form is required from OUSD's Risk Management.) Waiver of insurance does not release CONTRACTOR from responsibility for any claim or demand.

10. **Licenses and Permits:** CONTRACTOR shall obtain and keep in force all licenses, permits, and certificates necessary for the performance of this Agreement.

11. **Assignment:** The obligations of CONTRACTOR under this Agreement shall not be assigned by CONTRACTOR without the express prior written consent of OUSD.

12. **Non-Discrimination:** It is the policy of OUSD that in connection with all work performed under Contracts there be no discrimination because of race, color, ancestry, national origin, religious creed, physical disability, medical condition, marital status, sexual orientation, gender, or age; therefore, CONTRACTOR agrees to comply with applicable Federal and California laws including, but not limited to, the California Fair Employment and Housing Act beginning with Government Code Section 12900 and Labor Code Section 1735 and OUSD policy. In addition, CONTRACTOR agrees to require like compliance by all its subcontractor(s). CONTRACTOR shall not engage in unlawful discrimination in employment on the basis of actual or perceived; race, color, national origin, ancestry, religion, age, marital status, pregnancy, physical or mental disability, medical condition, veteran status, gender, sex or sexual orientation.

13. **Drug-Free / Smoke Free Policy:** No drugs, alcohol, and/or smoking are allowed at any time in any buildings and/or grounds on OUSD property. No students, staff, visitors, CONTRACTORS, or subcontractors are to use controlled substances, alcohol or tobacco on these sites.
 14. **Indemnification:** CONTRACTOR agrees to hold harmless, indemnify, and defend OUSD and its officers, agents, and employees from any and all claims or losses accruing or resulting from injury, damage, or death of any person, firm, or corporation in connection with the performance of this Agreement. CONTRACTOR also agrees to hold harmless, indemnify, and defend OUSD and its elective board, officers, agents, and employees from any and all claims or losses incurred by any supplier, contractor, or subcontractor furnishing work, services, or materials to CONTRACTOR in connection with the performance of this Agreement. This provision survives termination of this Agreement.
 15. **Copyright/Trademark/Patent/Ownership:** CONTRACTOR understands and agrees that all matters produced under this Agreement shall become the property of OUSD and cannot be used without OUSD's express written permission. OUSD shall have all right, title and interest in said matters, including the right to secure and maintain the copyright, trademark, and/or patent of said matter in the name of OUSD. CONTRACTOR consents to use of CONTRACTOR's name in conjunction with the sale, use, performance and distribution of the matters, for any purpose and in any medium. These matters include, without limitation, drawings, plans, specifications, studies, reports, memoranda, computation sheets, the contents of computer diskettes, artwork, copy, posters, billboards, photographs, videotapes, audiotapes, systems designs, software, reports, diagrams, surveys, source codes or any other original works of authorship, or other documents prepared by CONTRACTOR or its Sub-CONTRACTORS in connection with the Services performed under this Agreement. All works shall be works for hire as defined under Title 17 of the United States Code, and all copyrights in those works are the property of OUSD.
 16. **Waiver:** No delay or omission by either party in exercising any right under this Agreement shall operate as a waiver of that or any other right or prevent a similar subsequent act from constituting a violation of the Agreement.
 17. **Termination:** OUSD may at any time terminate this Agreement upon 30 days prior written notice to CONTRACTOR. OUSD shall compensate CONTRACTOR for services satisfactorily provided through the date of termination. In addition, OUSD may terminate this Agreement for cause should CONTRACTOR fail to perform any part of this Agreement. In the event of termination for cause, OUSD may secure the required services from another contractor. If the cost to OUSD exceeds the cost of providing the services pursuant to this Agreement, CONTRACTOR shall pay the additional cost.
 18. **Conduct of CONTRACTOR:** By signing this Agreement, CONTRACTOR certifies compliance with the following requirements and will provide OUSD with evidence of staff qualifications, which include:
 1. **Tuberculosis Screening:** CONTRACTOR is required to screen employees who will be working at OUSD sites for more than six hours. CONTRACTOR affirms that each employee has current proof of negative TB testing on file and TB results are monitored.
 2. **Fingerprinting of Employees and Agents.** The fingerprinting and criminal background investigation requirements of Education Code section 45125.1 apply to CONTRACTOR's services under this Agreement and CONTRACTOR certifies its compliance with these provisions as follows: "CONTRACTOR certifies that CONTRACTOR has complied with the fingerprinting and criminal background investigation requirements of Education Code section 45125.1 with respect to all CONTRACTOR's employees, subcontractors, agents, and subcontractors' employees or agents ("Employees") regardless of whether those Employees are paid or unpaid, concurrently employed by OUSD, or acting as independent contractors of CONTRACTOR, who may have contact with OUSD pupils in the course of providing services pursuant to the Agreement, and the California Department of Justice has determined that none of those Employees has been convicted of a felony, as that term is defined in Education Code section 45122.1. Contractor further certifies that it has received and reviewed fingerprint results for each of its Employees and Contractor has requested and reviews subsequent arrest records for all Employees who may come into contract with OUSD pupils in providing services to the District under this Agreement.
- In the event that OUSD, in its sole discretion, at any time during the term of this contract, desires the removal of any CONTRACTOR related persons, employee, representative or agent from an OUSD school site and, or property, CONTRACTOR shall immediately, upon receiving notice from OUSD of such desire, cause the removal of such person or persons.
19. **No Rights in Third Parties:** This Agreement does not create any rights in, or inure to the benefit of, any third party except as expressly provided herein.
 20. **OUSD's Evaluation of CONTRACTOR and CONTRACTOR's Employees and/or Subcontractors.** OUSD may evaluate CONTRACTOR's work in any way that OUSD is entitled to do so pursuant to applicable law. The OUSD's evaluation may include, without limitation:
 1. Requesting that OUSD employee(s) evaluate the CONTRACTOR and the CONTRACTOR's employees and subcontractors and each of their performance.
 2. Announced and unannounced observance of CONTRACTOR, CONTRACTOR's employee(s), and/or subcontractor(s).
 21. **Limitation of OUSD Liability:** Other than as provided in this Agreement, OUSD's financial obligations under this Agreement shall be limited to the payment of the compensation provided in this Agreement. Notwithstanding any other provision of this Agreement, in no event, shall OUSD be liable, regardless of whether any claim is based on contract or tort, for any special, consequential, indirect or incidental damages, including, but not limited to, lost profits or revenue, arising out of, or in connection with, this Agreement for the services performed in connection with this Agreement.
 22. **Confidentiality:** CONTRACTOR and all CONTRACTOR's agents, personnel, employee(s), and/or subcontractor(s) shall maintain the confidentiality of all information received in the course of performing the Services. CONTRACTOR understands that student records are confidential and agrees to comply with all state and federal laws concerning the maintenance and disclosure of student records. This requirement to maintain confidentiality shall extend beyond the termination of this Agreement. Contractors will be permitted

Professional Services Contract

access to student data only where permissible under state and federal law and only after executing OUSD's Confidentiality Agreement Regarding Student Data.

- 23. Conflict of Interest: CONTRACTOR shall abide by and be subject to all applicable, regulations, statutes or other laws regarding conflict of interest. CONTRACTOR shall not hire any officer or employee of OUSD to perform any service by this Agreement without the prior approval of OUSD Human Resources.

CONTRACTOR affirms to the best of his/her/its knowledge, there exists no actual or potential conflict of interest between CONTRACTOR's family, business or financial interest and the services provided under this Agreement, and in the event of change in either private interest or services under this Agreement, any question regarding possible conflict of interest which may arise as a result of such change will be brought to OUSD's attention in writing.

Through its execution of this Agreement, CONTRACTOR acknowledges that it is familiar with the provisions of section 1090 et seq. and section 87100 et seq. of the Government Code of the State of California, and certifies that it does not know of any facts which constitute a violation of said provisions. In the event CONTRACTOR receives any information subsequent to execution of this Agreement which might constitute a violation of said provisions, CONTRACTOR agrees it shall notify OUSD in writing.

- 24. Certification Regarding Debarment, Suspension, Ineligibility and Voluntary Exclusion: CONTRACTOR certifies to the best of his/her/its knowledge and belief, that it and its principals are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency according to Federal Acquisition Regulation Subpart 9.4, and by signing this contract, certifies that this vendor does not appear on the Excluded Parties List (https://www.sam.gov/).

- 25. Litigation: This Agreement shall be performed in Oakland, California and is governed by the laws of the State of California. The Alameda County Superior Court shall have jurisdiction over any state court litigation initiated to enforce or interpret this Agreement.

- 26. Incorporation of Recitals and Exhibits: The Recitals and each exhibit attached hereto are hereby incorporated herein by reference.

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

- 28. Counterparts: This Agreement and all amendments and supplements to it may be executed in counterparts, and all counterparts together shall be construed as one document.

- 29. Signature Authority: Each party has the full power and authority to enter into and perform this Agreement, and the person signing this Agreement on behalf of each Party has been given the proper authority and empowered to enter into this Agreement.

- 30. Contract Contingent on Governing Board Approval: OUSD shall not be bound by the terms of this Agreement until it has been formally approved by OUSD's Governing Board, and no payment shall be owed or made to CONTRACTOR absent formal approval. This Agreement shall be deemed to be approved when it has been signed by the Board of Education, and/or the Superintendent as its designee.

- 31. W-9 Form: If CONTRACTOR is doing business with OUSD for the first time, complete and return with the signed Contract the W-9 form.

OAKLAND UNIFIED SCHOOL DISTRICT

[Signature]
 President, Board of Education
 Superintendent
 Chief or Deputy Chief
[Signature]
Secretary, Board of Education

CONTRACTOR

[Signature]
Contractor Signature
Super Achievement Inc
Selina Jackson, Educational Consultant/Success and Mastery Co.
Print Name, Title

Form approved by OUSD General Counsel for 2014-15 FY

File ID Number: 14-2215
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By: [Signature]

EXHIBIT "A" SCOPE OF WORK

[IF A CONTRACTOR PROVIDES AN ACCEPTABLE DESCRIPTION OF SERVICES AS PART OF A PROPOSAL, THAT DESCRIPTION OF SERVICES MAY BE ATTACHED WITHOUT ANY TERMS, CONDITIONS, LIMITATIONS, ETC., FROM THAT PROPOSAL.]

1. **Description of Services to be Provided:** Provide a description of the service(s) the contractor will provide. Be specific about what service(s) OUSD is purchasing and what *this* Contractor will do.

Super Achievement will provide in class observations, professional development and on-site coaching for all teachers to carry out the Super Achievement Emotional Competence component. Components include: Effective instruction, successful management, motivation, positive discipline, building student confidence, high teacher expectations.

Training topics include:

-Removing cognitive blocks to implementing and getting the best possible results from present school program (Restorative Justice, Playworks, etc.) Solving administrator and teacher frustration with:

- Students not learning well, discipline
- Motivation
- Stress and overwhelm
- With the system
- Not reaching District goals

because these issues interfere with the teacher's ability to teach effectively and manage the classroom well. Additional topics include 'How to manage the classroom successfully, how to speak and interact with parent, colleagues, and students as positively and calmly as possible', 'How to separate personal issues from the classroom', 'How to help students separate home issues from classroom activities', 'How to teach children anger control', and 'How to create and model a caring, positive, welcoming classroom environment. This will be done in order to reduce referrals and suspensions and increase academic achievement.

2. **Specific Outcomes:** What are the expected outcomes from the services of this Contract? Be specific. For example, as a result of the service(s): 1) How many more Oakland children are graduating from high school? 2) How many more Oakland children are attending school 95% or more? 3) How many more students have meaningful internships and/or paying jobs? 4) How many more Oakland children have access to, and use, the health services they need? Provide details of program participation (Students will...) and measurable outcomes (Participants will be able to...). NOT THE GOALS OF THE SITE OR DEPARTMENT.

The expected outcomes are:

Increase student attendance by at least 25%

Lower office referrals and suspensions by at least 25%

Increase achievement in ELA, Math, and ELL by at least 25%

3. **Alignment with District Strategic Plan:** Indicate the goals and visions supported by the services of this contract:

(Check all that apply.)

- | | |
|---|--|
| <input checked="" type="checkbox"/> Ensure a high quality instructional core | <input type="checkbox"/> Prepare students for success in college and careers |
| <input checked="" type="checkbox"/> Develop social, emotional and physical health | <input checked="" type="checkbox"/> Safe, healthy and supportive schools |
| <input checked="" type="checkbox"/> Create equitable opportunities for learning | <input type="checkbox"/> Accountable for quality |
| <input checked="" type="checkbox"/> High quality and effective instruction | <input type="checkbox"/> Full service community district |

4. **Alignment with Community School Strategic Site Plan – CSSSP (required if using State or Federal Funds):**

Please select:

- Action Item included in Board Approved CSSSP** (no additional documentation required) – Item Number: _____
- Action Item added as modification to Board Approved CSSSP** – Submit the following documents to the Resource Manager either electronically via email of scanned documents, fax or drop off.
1. Relevant page of CSSSP with action item highlighted. Page must include header with the word “Modified”, modification date, school site name, both principal and school site council chair initials and date.
 2. Meeting announcement for meeting in which the CSSSP modification was approved.
 3. Minutes for meeting in which the CSSSP modification was approved indicating approval of the modification.
 4. Sign-in sheet for meeting in which the CSSSP modification was approved.



2415 San Ramon Valley Blvd, Suite 4352
San Ramon, CA 94583
(P) 714-309-4824
(F) 925-905-1816

STATEMENT OF QUALIFICATIONS

My name is Selina Jackson, MA and I am an Educational Consultant with over 15 years of successful practice. I help administrators and teachers solve educational problems and reach educational goals. What I offer is unique because the mind is the basis for everything. I understand how the mind works in a way that others don't. And I have unique ways of applying that to school problems. I solve administrator and teacher frustration with:

- Kids not learning well
- Discipline
- Motivation
- Stress and overwhelm
- With the system
- Not reaching district achievement goals

I provide seminars for professional development and one-to-one coaching for each teacher. Topics include:

- How to speak and interact with parents, colleagues, students as positively and calmly as possible
- How to separate personal issues from the classroom; and how to help students separate home issues from classroom activities
- How to manage the classroom successfully
- How to easily get students to learn and enjoy the learning
- How to adjust to change
- How to teach children anger control
- How to create and model a caring, positive, welcoming school environment
- How to make the school day less stressful

I hold a Professional Clear Teaching Credential and have had 20 years of successful classroom teaching experience. I have a Masters in Counseling and hold a Pupil Personnel Credential. Attached are some letters of recommendation.

Super Achievement, Inc. Engineering Activities

These are all examples of engineering experiments. Some links are provided although given the nature of engineering projects it is best to let students solve problems with as little initial prompting as possible. Although some experiments require specific materials a lot of materials can be things that might be thrown away or recycled can be used - empty yogurt containers, other plastic food containers, old CDs, rubber bands (from produce etc), egg cartons, paper towel and toilet paper tubes etc. Classrooms can have students start saving and bringing in these materials from home, which will provide a great resource for all types of engineering projects. The East Bay Depot for Creative Resource is a great way to get extra supplies - www.creativereuse.org/teachers.html

- **Slow a falling marble**

Have students measure up a wall about four feet and mark with masking tape. Drop a marble from the marked tape and observe how quickly it falls. Then tape any variety of materials on the wall to slow the marble. Students should test and redesign to see how slowly they can make the marble fall.

- **Build a device to launch something towards a bucket/target**

Have students research different types of catapults etc and then provide rubber bands and a variety of other objects. Launching ping pong balls is a safe and fun option.

for example: <http://spaghettiboxkids.com/blog/catapult-designs-for-kids/>

- **Stomp rockets**

http://www.exploratorium.edu/math_explorer/BBO_makingRockets.html

Once students have the basic rocket design down they can modify almost every part and observe how changes affect the way the plane flies.

- **Paper airplanes**

Have students create flying devices. Some students may be intimidated when asked to make paper airplanes because they don't know how to make them, and some students might know how to build a certain design very well. In both cases what you want them to do is work outside what they know (or don't). Encourage them to brainstorm and test and build something new.

- **Marshmallow toothpick structures**

In this experiment students create structures using toothpicks and marshmallows to bind them. You can include specific challenges - building a tall structure, a strong structure, a bridge.

- **Index card bridges**

Using index card and a set amount of tape have students design bridges that either need to span a certain distance, or hold a certain amount of weight, or both.

- **Solar oven design**

Have students research solar oven designs and then create some one of their own. Test solar oven designs by measuring temperature and conclude by making s'mores!

- **Redesign band-aids**

This is best for older students, have them interview each other about what problems they see with band aids and what they like about them. Then brainstorm and draw and try to invent a new band-aid. Encourage them to think outside the box, nothing is impossible.

- **Design something to pick something else up**

Basically just what it sounds like. Students are challenged to pick something up and move it without touching the actual object - could be a ping pong ball, something with an odd shape etc.

for example: http://www.eweek.org/site/DiscoverE/activities/2006_pingpong.shtml

- **Redesign packaging to make it less likely to entrap marine wildlife**

Have students research the issues marine life faces related to trash and think of and build prototypes for new solutions.

Elementary Classroom Engineering Kit

Engineering – applying math and science knowledge to solve problems – is an important part of the new statewide science standards adopted in September 2013. Even though new curriculum materials to support these standards won't be officially adopted for a couple more years, teachers can begin bringing some exciting engineering design challenge activities into their classrooms now using simple, everyday materials to explore creative solutions.

Children are natural engineers – they often start building and solving problems before they start school. Engineering projects tap into things they enjoy doing and can feel like play, while simultaneously teaching important concepts. Engineering is also interdisciplinary and can be a valuable tool to connect Common Core math and English language arts standards with science learning.

The jobs of the future will require skills in critical thinking, communication, and problem solving. Classroom engineering challenges are a great way to develop and practice these skills!

The following supplies would stock a classroom kit, allowing a teacher to do multiple engineering activities with a class of 25-30 students. Possible activities include: building boats, bridges, and other structures; making catapults; egg drop challenges; parachute testing and many others. As a package, it would make a great wish list item for Donors Choose or similar teacher classroom grant opportunities!

- 1 box gallon sized zip lock bags (to make kits for students)
- 10 packs - index cards 3x5 (card towers, bridges)
- 10 rolls of masking tape
- 3 boxes of unwrapped straws
- 36 Large washers (and/or sand and/or pennies) (to use as weights)
- 2 boxes (~400) small (2-3oz) paper or plastic cups (parachutes, structures)
- 2 rolls aluminum foil
- 4 rolls of twine
- 1 box (1000ct) 4-1/2" x 3/8" Craft sticks
- 1 box (500ct) 6" tongue depressors
- 1 box (1000ct) 5-1/2" stirring sticks
- 1 container (~500ct) rubber bands, various sizes
- 4 yards felt
- 4 yards cotton, other light cloth material (parachutes)
- 1 box (60+) plastic garbage bags, tall kitchen
- 4 boxes (~400) jumbo or large paper clips
- 4 lbs (64 oz) plasticine - ~2 oz / student (to make boats - buoyancy)
- 4 bags cotton balls
- 2 boxes (~96) plastic spoons
- 2 bags (~200) 12" pipe cleaners
- 3 boxes filter paper, various sizes – larger is best (parachutes)
- 4 packs (~400 sheets) 20" x 26" tissue paper (parachutes)
- Rulers (1/student)
- Glue sticks (1/student)
- 1 Table / box fan (to test structures resistance to wind)

- 6 (1/group) plastic shoebox-sized boxes (should hold water)
- 16 ping-pong balls (some will get lost)

Materials students can bring from home:

Clean styrofoam plates, trays, plastic strawberry containers, other small plastic containers, old CDs, twist on plastic bottle caps (from soda and water bottles), pieces of cardboard (ideally at least 12" x 12"), cardboard tubes, TP tubes, paper towel tubes.

Links to engineering lessons:

Catapults:

http://www.teachengineering.org/view_lesson.php?url=collection/cub_/lessons/cub_catapult/cub_catapult_lesson01.xml

Parachutes:

<http://www.tryengineering.org/lesson-plans/playing-parachutes>

Plasticine boat:

http://www.teachengineering.org/view_activity.php?url=collection/duk_/activities/duk_float_mary_act/duk_float_mary_act.xml

<http://www.wonderville.ca/asset/float-like-a-boat>

Bridge building:

https://www.exploratorium.edu/science_explorer/card_bridge.html

Structure, strength testing:

<http://www.centexeweek.org/activities/card-structure>

General structural challenges (seems to be interesting resource, maybe for website?):

<http://www.asceville.org/activity-structural-challenges.html>

Egg drop:

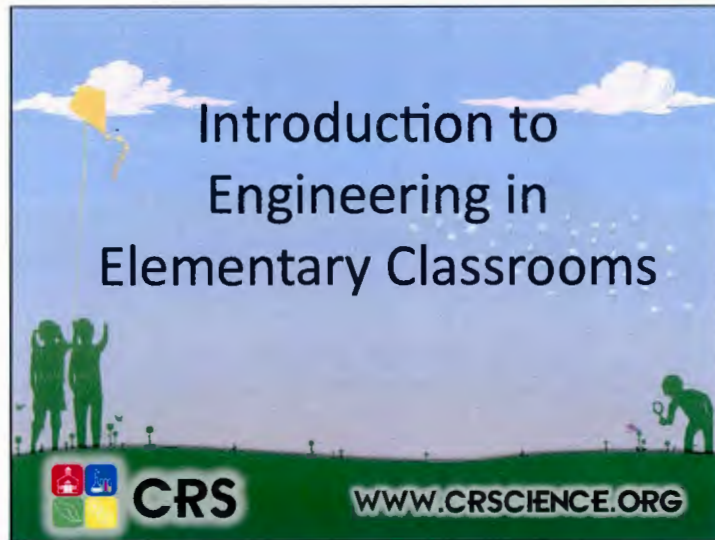
http://www.nasa.gov/offices/education/programs/national/summer/education_resources/engineering_grades7-9/E_egg-drop.html

<http://www.stem.neu.edu/programs/k-12-school-field-trips/egg-drop/>

<http://teachers.egfi-k12.org/lesson-egg-drop/>

Some engineering activity ideas from Markham Engineering P.D.

- Slow a falling marble
- Launch something towards a bucket/target
- Stomp rockets
- Paper airplanes
- Marshmallow toothpick structures
- Index card bridges
- Solar oven design
- Redesign band-aids
- Kinetic sculpture / mobile
- Design something to pick something else up
- Design a switch
- Invent musical instruments
- Find a way to keep an ice cube from melting
- Redesign packaging to make it less likely to entrap marine wildlife
- Build an earthquake resistant structure and test it
- Marble roller coaster



Engineering: What do you think of?

- What does the term “engineering” mean?
What images come to mind?
- What do engineers do? How do engineers go about their work?
- How does engineering appear in your daily life?



Why are we talking about engineering?

Key component of the Next Generation Science Standards (NGSS)

- “To reflect the importance of understanding the human-built world”
- “recognize the value of better integrating the teaching and learning of science, engineering, and technology”

Science vs. Engineering different goals

- **Science:** The study of the universe. An attempt to explain everything – seeking *answers to questions*.
- **Engineering:** The application of science and math to *solve problems*. Technology is a result of this process

Science vs. Engineering

similar procedure

- Creative
- Iterative
new designs / explanations tested and revised
- Systematic
each involves a somewhat defined process used to reach goals

NGSS overview

- Foundation: The K-12 Science Framework
- Reflects advances in science & a better understanding of how students learn
- Divided into three general categories
 - Practices
 - Concepts
 - Ideas

A couple of important notes

- This is **not** the curriculum... Transitional phase
- The curriculum framework is being developed
- Applications now being accepted until Oct 20 for appointment to the Instructional Quality Commission (IQC):
<http://www.cde.ca.gov/be/cc/ab/iqc-invitation.asp>
- 2016 – Framework release anticipated
- 2018 – new instructional materials available

8 Science & Engineering Practices

These are the **knowledge** and **skills** required *to do* science and engineering

“The actual doing of science or engineering can pique students’ curiosity, capture their interest, and motivate their continued study.”

- A Framework for K-12 Science Education, NAP, p. 43

8 Science & Engineering Practices

- Asking questions (S) and defining problems (E)
- Planning and carrying out investigations
- Analyzing and interpreting data
- Developing and using models
- Constructing explanations (S) and designing solutions (E)
- Engaging in argument from evidence
- Using mathematics and computational evidence
- Obtaining, evaluating and communicating information

7 Crosscutting Concepts

- Fundamental concepts that bridge all the ideas
 - Patterns
 - Cause and effect: mechanism and explanation
 - Scale, proportion and quantity
 - Systems and system models
 - Energy and matter: flows, cycles and conservation
 - Structure and function
 - Stability and change

44 Disciplinary Core Ideas

- These are the content of the NGSS by grade level
- Focus on deep understanding and application of the content
- Presented as a progression
- Divided into 4 broad categories:
 - Physical sciences
 - Life sciences
 - Earth and space sciences
 - Engineering, technology and applications of science

Why teach engineering?

- Key component of the NGSS
- Fun – “children are natural engineers”
- Increasing demand for engineers, fewer students enrolling
- Interdisciplinary
- **Develops Critical thinking, Communication & Problem solving skills (connect to Common Core)**

Key components of a engineering design challenge

- The challenge

What is the problem to be solved?

- The criteria

The conditions the design must satisfy
e.g. Can hold certain weight, be aesthetically pleasing...

- The constraints

limits, such as materials, time, other "rules"

Many engineering design challenges can be adapted for a wide array of ages, abilities, and duration by changing the **criteria** and / or **constraints**

"Although students may have a good time and come up with creative solutions, without specific guidance they are not likely to learn about the value of defining problems in terms of criteria and constraints, how to use the problem definition to systematically evaluate alternative solutions, how to construct and test models, how to use failure analysis, or how to prioritize constraints and use trade-offs to optimize a design."

- Cary Sneider, NSTA Journals, January 2012
http://nsta hosted.org/pdfs/ngss/resources/201201_Framework-Sneider.pdf

Engineering design process

- Define the problem
- Do background research
- Specify requirements
- Brainstorm solutions
- Choose the best solution
- Develop the solution
- Build a prototype
- Test
- Evaluate results, then redesign
- Cycle can start at any point!



Graphic from
www.teachengineering.org

The index card structure challenge

- **The challenge:** Can you build a stable structure using index cards?
- **The criteria:**
 - the structure must be as tall as possible
 - it must be freestanding
 - it must hold at least 20 pennies (50g)
- **The constraints:**
 - you can only use 2 feet of tape
 - you will only have 5 minutes to build



ASK:

- This is when students are presented with a challenge:
CAN YOU BUILD AN INDEX CARD TOWER?
- In the design process this is where a problem or challenge is identified by an engineer...
(e.g. "how can I make this _____ work better, more efficiently etc?" "How can I make this _____ stronger, taller, smaller, aesthetically pleasing?")

IMAGINE

- This is the brainstorming phase
- Independent brainstorming - DRAW ideas!
The pictures don't have to look real, as long as they know what they mean...
- Use questions to prompt thinking:
 - What are the constraints and criteria?
 - What shapes are good for building?
 - What designs might work? What won't work?
 - What kind of base will you use?
 - How will you give your structure stability?

PLAN

- Look at your brainstorm ideas and sketches.
- Which one seems like the best idea to try?
!Its important to provide productive discussion prompts for your students here. Choosing between ideas and compromising can be difficult!
- Choose one idea, or synthesize multiple ideas
- How will you begin? How will you accomplish your goal within the constraints given?

CREATE!

- Build your structure!
- You have 5 minutes.

TEST & IMPROVE

- How did you do? Measure your structure.
- Does your structure hold 20 pennies?
- What worked? What didn't?
- Discuss successes and failures with the class – its important to discuss the value of failure...
- What else could you try or do differently?

BEGIN AGAIN!

- How can you improve on your last design?
- What did you learn?
- What worked?
- What didn't work?
- What ideas did you have that you didn't use the first time?
- Brainstorm and make a plan.
- REMEMBER: you only have 5 minutes!



House of Cards Lesson Planning

- How to adapt for grade level?
- How to incorporate writing, speaking, listening – key ELA standard skills?
- How to differentiate?
- How to turn this into a more in depth project?
- Variations using same materials but different challenges?

Observations & Ideas

- What strategies worked well?
- How can young students document their plans and results? Share what they learned? (posters, science notebooks, whiteboard, etc.)
- Extensions and adaptations to the challenge?
- Lesson Planning! How can you adapt this activity for your class?

Other engineering project ideas

- Slow a falling marble
- Launch something towards a bucket/target
- Stomp rockets
- Paper airplanes
- Marshmallow toothpick structures
- Index card bridges
- Solar oven design
- Redesign band-aids
- Kinetic sculpture / mobile
- Design something to pick something else up
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- Invent musical instruments
- Find a way to keep an ice cube from melting
- Redesign packaging to make it less likely to entrap marine wildlife
- Build an earthquake resistant structure and test it
- Marble roller coaster

LESSON PLANNING OPPORTUNITY

- How can you incorporate the engineering design cycle into you lesson?
- What are some ways you can weave in Common Core math and language arts standards?
- How can you create opportunities for productive discussion?
- How can you connect this challenge to work your students are already doing in science or other subjects?



THANK YOU!

- Thank you for being a teacher! It's a challenging but critically important job!
- Please contact CRS if you have any questions
WE'RE HERE TO SUPPORT YOU!
 - **(510) 527-5212**
 - **www.crscience.org**
 - **community@crscience.org**
- If you have any questions about today's presentation:
 - **jon@crscience.org**



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

JUAN CRESPI MIDDLE SCHOOL

1121 Allview Avenue
El Sobrante, CA 94803
Phone 510-223-8611
Fax 510-243-2090



Home of the Stars

Dr. Bruce Harter
Superintendent of Schools

Patrick Martin, Principal
Debbie Narasaki, Vice Principal

August 17, 2011

Dear Selina,

This is a brief note to thank you for your help in professional development and coaching with the Juan Crespi teaching staff during the 2010-2011 school year.

We experienced significant success in our English Language Arts, Science, and Social Science departments.

In ELA, our percentage of proficiency grew from 38.9% to 50.5%.

In Science, our percentage of proficiency grew from 58% to 62%.

In History/Social Science, our percentage of proficiency grew from 28.9% to 34.6%.

While we still have a lot of work to do, but I am encouraged by the gains we are making and your work with our staff is a big part of that.

In addition, the results of our Equity Walks both at the site level and from the District standpoint showed improvement in every area between the last two years and from December to May of 2011 so that we scored in the 3-4 range on every measure.(4 is perfect).

This is a direct reflection of your work on Culturally Relevant Pedagogy and the strategies for implementation that you shared with us.

I appreciate everything you do for our students and look forward to working with you again in 2011-2012.

All of the Best!

Patrick Martin, Principal



WEST CONTRA COSTA UNIFIED SCHOOL DISTRICT

Portola Middle School

1021 Navellier Street

El Cerrito, CA 94530

Phone 510.524.0405 Fax 559-8784



Denise Van Hook, Principal

Matthew Burnham, Vice Principal

October 13, 2010

Dear Ms. Jackson:

I am writing to inform you of the positive impact on teaching practices and student achievement my teachers experienced after attending your workshop and also after the individual coaching that was provided by you.

All of the teachers who attended the workshop were able to immediately implement a number of the strategies that were presented. Classroom management and engagement improved across the board. Additionally, more students brought their books and materials to class as well as showed improvement in academic success.

Portola is proud to say that we met our API with an increase of 22 points and all subgroups doubled or tripled their targets.

Thank you for your expertise and support to increase student achievement and improve teacher practices.

Sincerely,

Denise Van Hook

[Print](#) | [Close Window](#)

Subject: Growth!
From: "vonHusen, Katie" <KvonHusen@wccusd.net>
Date: Mon, Feb 01, 2010 5:33 pm
To: <selina@superachievement.net>

Dear Selina,
When I was principal at Collins Elementary, we were fortunate enough to work with you during the 2006-2007 school year. Below, please find numbers that demonstrate the growth that our students and teachers made when the teachers looked critically at issues of culturally responsive pedagogy and the engagement of students with different learning styles. Again, the data below represents the 2006-2007 school year.

These number represent a comparison of Collins Elementary to Ellerhorst Elementary. Both schools serve the city of Pinole. Collins serves a very mixed population with significant subgroups of the following ethnicities: African American, Hispanic/Latino, White, SED, EL, and Students with Disabilities. Collins free/reduced lunch students represent approximately half the population. Ellerhorst serves the following significant subgroups: Hispanic/Latino, White, SED, and Students with Disabilities. I do not know how many students at Ellerhorst receive free/reduced lunch, but I believe it to be well below 50%.

	Ellerhorst	Collins
API	757	778
ELA % Proficient		
Schoolwide	44.1	46.4
African American	22.9	35.9
Math % Proficient		
Schoolwide	50.7	56.0
African American	28.6	39.1

These next set of number reflect data for Collins Elementary only. Below is a comparison of how Collins students performed the year before we worked together and the spring of the 2006-2007 school year you spent with us.

	2005-2006	2006-2007	Growth
API	746	778	32
ELA % Proficient			
Schoolwide	42.1	46.4	4.3
African Americans	31.4	35.9	4.5
Math % Proficient			
Schoolwide	50.8	56.0	5.2
African Americans	34.3	39.1	4.8

I hope this is the data you needed. If not, please don't hesitate to call or email.

Katie von Husen
Principal
Pinole Middle School



West Contra Costa Unified School District
1108 Bissell Avenue Room 227, Richmond, CA 94801-3135
Phone: (510) 231-1128 Fax: (510) 620-2169

Wendell Greer
Associate Superintendent

Antoinette Henry-Evans
Executive Director K-12

September 14, 2010

Selina Jackson
27 Greenmoor
Irvine, CA 92614

Dear Selina,

When I was principal at DeJean Middle School, we were fortunate enough to work with you during the 2009-2010 school year. The significant growth that our students and teachers made when the teachers looked critically at issues of culturally responsive pedagogy and the engagement of students with different learning styles is impressive.

I am very happy to say that we reached way beyond our targeted API and increased our overall scores by 56 points. We outperformed the middle schools in the district.

Your work at the school greatly contributed to this success.

Thank you again,

A handwritten signature in cursive script that reads "Antoinette Henry-Evans".

Antoinette Henry-Evans
Executive Director K-12

SAM Search Results
List of records matching your search for :

Search Term : Super* Achievement* Inc.*
Record Status: Active

No Search Results



CERTIFICATE OF LIABILITY INSURANCE

DATE (MM/DD/YYYY)

10/20/2014

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFERS NO RIGHTS UPON THE CERTIFICATE HOLDER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELOW. THIS CERTIFICATE OF INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURER(S), AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If the certificate holder is an ADDITIONAL INSURED, the policy(ies) must be endorsed. If SUBROGATION IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER Hiscox Inc. d/b/a/ Hiscox Insurance Agency in CA 520 Madison Avenue 32nd Floor New York, NY 10022	CONTACT NAME: PHONE (A/C, No, Ext): (888) 202-3007		FAX (A/C, No):
	E-MAIL ADDRESS: contact@hiscox.com		
INSURED Super Achievement Inc. 2415 San Ramon Blvd., #4352 San Ramon CA 94583	INSURER(S) AFFORDING COVERAGE		NAIC #
	INSURER A: Hiscox Insurance Company Inc		10200
	INSURER B:		
	INSURER C:		
	INSURER D:		
	INSURER E:		

COVERAGES **CERTIFICATE NUMBER:** **REVISION NUMBER:**

THIS IS TO CERTIFY THAT THE POLICIES OF INSURANCE LISTED BELOW HAVE BEEN ISSUED TO THE INSURED NAMED ABOVE FOR THE POLICY PERIOD INDICATED. NOTWITHSTANDING ANY REQUIREMENT, TERM OR CONDITION OF ANY CONTRACT OR OTHER DOCUMENT WITH RESPECT TO WHICH THIS CERTIFICATE MAY BE ISSUED OR MAY PERTAIN, THE INSURANCE AFFORDED BY THE POLICIES DESCRIBED HEREIN IS SUBJECT TO ALL THE TERMS, EXCLUSIONS AND CONDITIONS OF SUCH POLICIES. LIMITS SHOWN MAY HAVE BEEN REDUCED BY PAID CLAIMS.

INSR LTR	TYPE OF INSURANCE	ADDL INSD	SUBR WVD	POLICY NUMBER	POLICY EFF (MM/DD/YYYY)	POLICY EXP (MM/DD/YYYY)	LIMITS
A	<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY <input type="checkbox"/> CLAIMS-MADE <input checked="" type="checkbox"/> OCCUR GEN'L AGGREGATE LIMIT APPLIES PER: <input checked="" type="checkbox"/> POLICY <input type="checkbox"/> PRO-JECT <input type="checkbox"/> LOC OTHER:	Y		UDC-1502829-CGL-14	10/14/2014	10/14/2015	EACH OCCURRENCE \$ 1,000,000
	DAMAGE TO RENTED PREMISES (Ea occurrence) \$ 100,000						
	MED EXP (Any one person) \$ 5,000						
	PERSONAL & ADV INJURY \$ 1,000,000						
	AUTOMOBILE LIABILITY <input type="checkbox"/> ANY AUTO <input type="checkbox"/> ALL OWNED AUTOS <input type="checkbox"/> SCHEDULED AUTOS <input type="checkbox"/> HIRED AUTOS <input type="checkbox"/> NON-OWNED AUTOS						COMBINED SINGLE LIMIT (Ea accident) \$ BODILY INJURY (Per person) \$ BODILY INJURY (Per accident) \$ PROPERTY DAMAGE (Per accident) \$
	UMBRELLA LIAB <input type="checkbox"/> OCCUR EXCESS LIAB <input type="checkbox"/> CLAIMS-MADE DED RETENTION \$						EACH OCCURRENCE \$ AGGREGATE \$
	WORKERS COMPENSATION AND EMPLOYERS' LIABILITY ANY PROPRIETOR/PARTNER/EXECUTIVE OFFICER/MEMBER EXCLUDED? (Mandatory in NH) If yes, describe under DESCRIPTION OF OPERATIONS below		Y/N	N/A			<input type="checkbox"/> PER STATUTE <input type="checkbox"/> OTH-ER E.L. EACH ACCIDENT \$ E.L. DISEASE - EA EMPLOYEE \$ E.L. DISEASE - POLICY LIMIT \$
A	Professional Liability	Y		UDC-1502829-EO-14	10/14/2014	10/14/2015	Each Claim: \$1,000,000 Aggregate: \$1,000,000

DESCRIPTION OF OPERATIONS / LOCATIONS / VEHICLES (ACORD 101, Additional Remarks Schedule, may be attached if more space is required)

Oakland Unified School District and its agents are Additional Insureds on the General Liability and Professional Liability policies.

CERTIFICATE HOLDER

Oakland Unified School District
 Attention Risk Management
 900 High Street
 Oakland, CA 94601

CANCELLATION

SHOULD ANY OF THE ABOVE DESCRIBED POLICIES BE CANCELLED BEFORE THE EXPIRATION DATE THEREOF, NOTICE WILL BE DELIVERED IN ACCORDANCE WITH THE POLICY PROVISIONS.

AUTHORIZED REPRESENTATIVE

Carol Bue

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PROFESSIONAL SERVICES CONTRACT ROUTING FORM 2014-2015



Basic Directions

Additional directions and related documents are in the Knowledge Center on the Intranet and Contracts Online 2.0 Tool

Services cannot be provided until the contract is fully approved and a Purchase Order has been issued.

- Contractor and OUSD contract originator (principal or manager) reach agreement about scope of work and compensation.
- Ensure contractor meets the consultant requirements (including the Excluded Party List, Insurance and HRSS Consultant Verification)
- Contractor and OUSD contract originator complete the contract packet together and attach required attachments.
- Within 2 weeks of creating the requisition the OUSD contract originator submits **complete** contract packet for approval to Procurement.

Attachment Checklist For All Consultants: Authorization to Work, which indicates vendor has cleared the registration and background check
 For All Consultants: Results page of the Excluded Party List (<https://www.sam.gov/>)
 For All Consultants: Statement of qualifications (organization); or resume (individual consultant).

OUSD Staff Contact Emails about this contract should be sent to: (required) Catherine.carmans@ousd.k12.ca.us

Contractor Information

Contractor Name	Super Achievement, Inc	Agency's Contact	Super Achievement Inc		
OUSD Vendor ID #	I006313	Title	Selina Jackson, Educational Consultant/Success and Ma		
Street Address	2415 San Ramon Valley Blvd, Ste 4352	City	San Ramon, CA 94583	State	Zip
Telephone	714-309-4824	Email (required)	selina@superachievement.net		
Contractor History	Previously been an OUSD contractor? <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No		Worked as an OUSD employee? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No		

Compensation and Terms – Must be within the OUSD Billing Guidelines

Anticipated start date	10/28/14	Date work will end	06/11/2015	Other Expenses	
Pay Rate Per Hour (required)	\$ 100.00	Number of Hours (required)	300		

Budget Information

If you are planning to multi-fund a contract using LEP funds, please contact the State and Federal Office before completing requisition.

Resource #	Resource Name	Org Key	Object Code	Amount
0002	Unrest. Supplement	138002101	5825	\$ 30,000.00
			5825	
			5825	
Requisition No. (required)	R0150080		Total Contract Amount	\$ 30,000.00

Approval and Routing (in order of approval steps)

Services cannot be provided before the contract is fully approved and a Purchase Order is issued. Signing this document affirms that to your knowledge services were not provided before a PO was issued.

OUSD Administrator verifies that this vendor does not appear on the Excluded Parties List (<https://www.sam.gov/>)

1.	Administrator / Manager (Originator)	Name	Catherine Carmans	Phone	510-639-3202
	Site/Department (Name & #)	Markham Elementary 118		Fax	510-639-3206
	Signature	<i>Alana White-Smith</i>		Date Approved	9/30/14
2.	Resource Manager , if using funds managed by: <input type="checkbox"/> State and Federal <input type="checkbox"/> Quality, Community, School Development <input type="checkbox"/> Family, Schools, and Community Partnerships <input type="checkbox"/> Risk				
	<input type="checkbox"/> Scope of work indicates compliant use of restricted resource and is in alignment with school site plan (CSSSP)				
	Signature			Date Approved	
3.	Network Superintendent/Deputy Network Superintendent				
	Signature	<i>Wes J...</i>		Date Approved	
4.	Chiefs / Deputy Chiefs <input type="checkbox"/> Consultant Aggregate <input type="checkbox"/> Under <input type="checkbox"/> Over \$84,100				
	<input type="checkbox"/> Services described in the scope of work align with needs of department or school site				
	<input type="checkbox"/> Consultant is qualified to provide services described in the scope of work				
	Signature	<i>Dev D...</i>		Date Approved	11/11/14
5.	Superintendent, Board of Education Signature on the legal contract				
Legal	Required if not using standard contract	Approved		Denied - Reason	Date
Procurement	Date Received			PO Number	P1503660